

**Final Report**

# **Supply and Demand of Out-of-School Time Youth Programs**

State of Utah

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**Final Report**

January 2, 2007

## **Supply and Demand of Out-of-School Time Youth Programs**

**Prepared for**

State of Utah  
Department of Workforce Services  
Office of Work & Family Life  
140 East 300 South  
Salt Lake City, Utah 84111

**Prepared by**

BBC Research & Consulting  
3773 Cherry Creek N. Drive, Suite 850  
Denver, Colorado 80209-3827  
303.321.2547 fax 303.399.0448  
[www.bbcresearch.com](http://www.bbcresearch.com)  
[bbc@bbcresearch.com](mailto:bbc@bbcresearch.com)



In association with

Garner Insight, LLC  
1410 St. Paul Street  
Denver, Colorado 80206  
303.321.7636  
[jen@garnerinsight.com](mailto:jen@garnerinsight.com)

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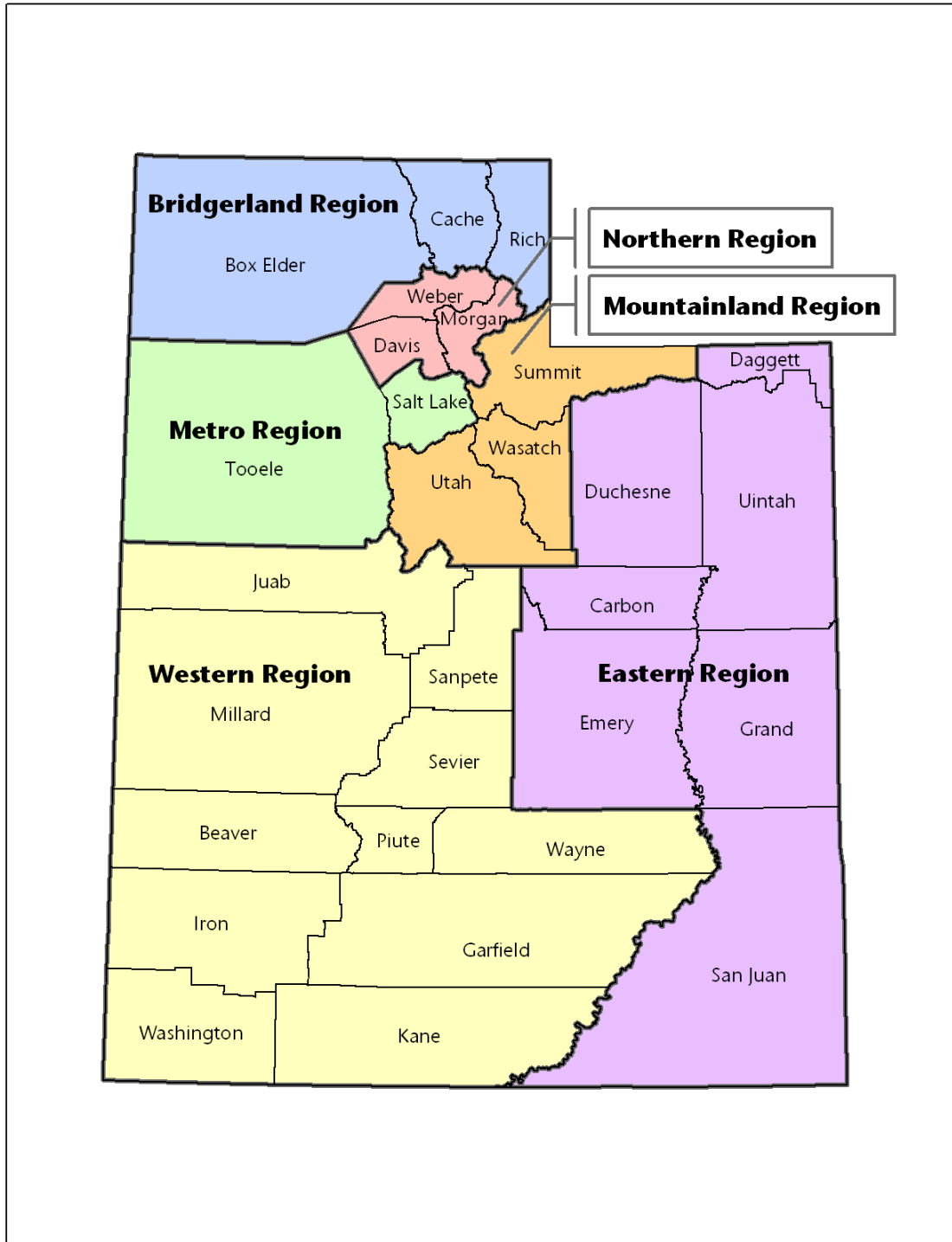
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# **Supply and Demand of Out-of-School Time Youth Programs EXECUTIVE SUMMARY**

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# **EXECUTIVE SUMMARY**

## **Supply and Demand of Out-of-School Time Youth Programs**

In 2006, BBC Research & Consulting (BBC) and Garner Insight were contracted by the State of Utah, Office of Child Care, to assess the supply of and demand for out-of-school time programs for the state's children who are kindergarten age through 12 years.

This study was conducted to determine how many out-of-school time programs exist in Utah, how many families use out-of-school time care and the types of care used by Utah families. The study used this information to analyze and assess the supply of and demand for additional out-of-school time programs at the regional level and statewide. This executive summary presents the key findings from the study.

### **Do Out-of-School Time Youth Programs Matter?**

Recent research into how school-age children occupy time when they are out of school has demonstrated far-reaching benefits of participation in out-of-school time programs. On the flip side, the research also shows that there are serious public costs associated with the lack of programs for youth when they are out of school.

For example, a recent study prepared by the nonprofit organization Fight Crime: Invest in Kids reports that more juvenile crimes are committed during the hours after school ends and before parents return home from work—approximately 3 to 6 p.m.—than in any other time during a 24 hour period. In addition to committing crimes, during these afterschool hours, children are also more likely to become victims of crime, be in or cause a car crash, be killed by household or other accidents, get hooked on cigarettes and/or experiment with dangerous drugs.<sup>1</sup>

The study also reports that afterschool programs have been proven to reduce youth crime and violence; drug use and addiction; cut other risky behaviors; and boost school success and high school graduation. The RAND Corporation compared the cost-effectiveness of an afterschool program with that of California's Three Strikes Law, which requires mandatory sentences for persons convicted of three serious crimes. The study found that, per dollar spent, the afterschool program was 5 times more effective in preventing serious crime than the Three Strikes Law.<sup>2</sup>

Investment in afterschool programs has also been demonstrated to save taxpayers money. Afterschool programs keep students busy during the periods when they are most likely to engage in deviant behavior, and lessen such behavior. Quality afterschool programs provide homework assistance, tutoring, and/or social programming that help build friendships. Children who attend quality

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<sup>1</sup> America's After-School Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement, published by Fight Crime: Invest in Kids, [www.fightcrime.org](http://www.fightcrime.org), 2000.

<sup>2</sup> Ibid.

afterschool programs have better grades and personal conduct in school, are more likely to graduate and have lower incidences of drug use, violence and teenage pregnancy—all of which help to make them more productive, caring and economically strong citizens.<sup>3</sup>

Other benefits include reduction of obesity and character building. Many afterschool programs involve recreational activities that give children the exercise they need. Many other programs involve community service and self-esteem building activities, teaching children to be respectful of others, be committed to their community, and provide them with the values and habits that help them succeed.<sup>4</sup>

The Afterschool Alliance sums up the research best: “Afterschool programs...provide kids with academic support that inspires them to learn. It helps keep them safe and healthy during the afternoon hours when juvenile crime rates soar, and constructively engaged when they might otherwise be getting into trouble on the streets, or perhaps taking drugs, joining gangs or engaging in other inappropriate behaviors.”<sup>5</sup>

Recognizing the importance of out-of-school time youth programs for Utah’s children, the Office of Child Care undertook a study to understand the availability, accessibility and demand for out-of-school time programs in the state.

## **Primary Findings**

In 2005, there were approximately 321,500 children ages 5 through 12 in Utah. Between 2005 and 2010, Utah’s population of children between the ages of 5 and 17 is expected to grow by 13 percent. By comparison, the population between the ages of 5 and 12 is projected to increase by 17 percent.

Many school-age children have parents whose work hours extend beyond the school day and, as such, require some type of out-of-school time care. Other students may have parents available but choose to participate in activities when they are not in school.

The findings in this report are largely based on a survey of Utah families. A sample of 785 parents throughout the six regions who have children in kindergarten through age 12 were surveyed by telephone and asked about their existing use of out-of-school time programs and other types of informal and formal care.<sup>6</sup>

For the purposes of the study, out-of-school time programs were divided into two general types: 1) Formal programs, which includes regularly scheduled, structured after school programs with set hours of care; and 2) Informal programs, which include lessons, clubs, religious activities offered on different days at different times of day.

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<sup>3</sup> Afterschool Alert, Issue Brief No. 22, published by the Afterschool Alliance, November 2005.

<sup>4</sup> Ibid and Afterschool Alert, Issue Brief No. 14, published by the Afterschool Alliance, July 2003.

<sup>2</sup> Afterschool Advocate, published by Afterschool Alliance, Volume 7, Issue 4, May 22, 2006.

<sup>6</sup> This survey was statistically representative of households with school-age children statewide. That is, a large enough number of households were interviewed that they represent all households in the state, within a small margin of error.

## What do Utah's children do when they are not in school?

There is no one, principal way in which Utah's children age kindergarten through 12 years are cared for when the school day ends or during summer and session breaks. Utah's families with children who are kindergarten age through 12 years old ("school-age children") use a variety of ways to provide care for their children during the times when they are out of school. Utah's school-age children might attend a formal care program, might take lessons or participate in church activities, or come home and be cared for by a parent, guardian, neighbor or sibling. That said, there are some common elements to out-of-school time care:

- **Twenty-five percent attend formal programs.** One-quarter of Utah's children who were kindergarten age through age 12 participate in a formal care program when they are not in school. This is equivalent to about 79,500 children statewide. However, Utah's children attend these programs only one or two days per week.
- **More than half attend informal programs.** About 184,000 or children, or 57 percent, participate in some type of informal activities when they are out of school.
- **Many do not participate in programs.** The remainder—about 58,000 children or 18 percent—do not participate in any type of activities or care.

**Formal programs.** Of the 79,500 children who participate in a formal out-of-school time program:

- **The largest proportion receive care in elementary schools.** Seventeen percent of school-age children participating in formal out-of-school time programs, or about 13,800 children, do so in elementary schools. Private schools provide out-of-school time programs to 5 percent of Utah's children participating in care programs (4,000 children). Combined, public and private schools provide care to more than 22 percent of Utah's children in formal care programs.
- **Many more participate in programs offered by recreation centers or religious institutions.** Twenty percent of school-age children in formal care are in recreation programs (about 16,000 children); another 20 percent are in religion-based programs (15,600 children).
- **Residential/home-based providers are another important provider of care:** 19 percent of children receive out-of-school time care in residential/home-based programs (14,800 children).
- The balance of children participating in formal out-of-school time programs include programs provided by local governments (10 percent or 7,800 children); institutions of higher education (3 percent or 2,400 children); and child care centers (2.7 percent or 2,100 children).

**Days per week attended.** Most of Utah’s school-age children who attend formal out-of-school time programs typically attend one or two days per week. About 23 percent of children in formal programs go four or five days a week (equivalent to 18,000 children). Most children attend the program for only 1 hour a day (53 percent) or 2 hours (33 percent). Nine percent attend for 3 hours; 5 percent attend for 4 or more hours.

Children who attend formal out-of-school time programs participate in a range of activities from organized sports (29 percent of activities) to arts/crafts/dance (28 percent) to homework/educational programming (15 percent of activities).

**Informal activities.** About 57 percent of Utah’s children in kindergarten through age 12 participate in informal programs when they are out of school. This is equivalent to 184,200 children. The most common informal activities include: Lessons, making up 62 percent of the informal activities in which children participate, Boys/Girls Scouts at 50 percent; church/religious activities at 56 percent; organized sports at 67 percent; and homework/chores/play, 17 percent.

**Other care arrangements.** On those days when their children come home after school, about 20 percent of households with school-age children have someone other than a parent or guardian watch their children (the remainder, 80 percent, are cared for by a parent/guardian). Of those households with someone else watching the children, nearly half (46 percent) entrust an older sibling with the care of younger children<sup>7</sup>. Caregivers in the “other” category include brother-in-law, nanny, babysitter, other unrelated employees and tutor.

**What do parents value when looking for care?** The family survey asked parents what was most important in choosing out-of-school time programs for their child(ren)<sup>8</sup>. Their top answers included:

- Cost/affordability = 18 percent
- Learning activities offered = 16 percent
- Location/convenience = 15 percent
- Wanted supervision of providers = 10 percent<sup>9</sup>

**Is it difficult to find care in Utah?** Slightly more than 30 percent of all Utah households with school-age children reported some type of challenge in accessing out-of-school time care (both formal and informal care). The types of challenges that parents had encountered in the past 12 months included cost, availability, hours of operation and a lack of knowledge of available programs.

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<sup>7</sup> Parents did not define the age of the “older sibling.”

<sup>8</sup> This survey was statistically representative of households with school-age children statewide. That is, a large enough number of households were interviewed that they represent all households in the state, within a small margin of error.

<sup>9</sup> “Supervision of providers” is interpreted in this context to indicate that the parent prefers his/her child to be in a setting where there are multiple staff responsible for the care of the children, with a manager/executive director overseeing the program.

All parents were asked whether they would change their child's out-of-school time care arrangement if they could. One in five parents would change their arrangements. About 25 percent of households would like "more activities to choose from" and 11 percent would like to access less expensive programs.

Nearly 70 percent of all parents with school-age children said that it makes a difference to them if the program they use is licensed or not. Interestingly, a slightly greater proportion of parents whose children are *not in formal programs* consider licensing important.

**Who do parents think should provide care?** As part of the survey, all parents were asked their opinion about which organizations in the State should be providing care.

- More than 40 percent of parents with school-age children thought that public elementary schools should be providing out-of-school time programs.
- 20 percent of parents thought that the city or county should provide programs.
- Less than 2 percent of parents interviewed said child care centers should be providing out-of-school time care.

# **Supply and Demand of Out-of-School Time Youth Programs**

## **SECTION I**

### **Introduction**

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## **SECTION I.**

### **Introduction**

In 2006, BBC Research & Consulting (BBC) and Garner Insight, LLC were contracted by the State of Utah, Office of Child Care, to assess the supply of and demand for out-of-school time programs for the state's children who are kindergarten age through 12 years old.

This study was conducted to determine how many out-of-school time programs exist in Utah, how many families use out-of-school time care and the types of care used by Utah families. The study used this information to analyze and assess the supply of and demand for additional out-of-school time programs statewide and at the regional level.

#### **Background on Firms**

BBC is a Denver-based economic consulting firm, specializing in needs assessments, economic analysis and survey analysis. In 2005, BBC conducted an economic impact study of the child care industry in the State of Utah.

Garner Insight is a consulting firm which focuses on market research for the public and nonprofit sectors. Garner Insight worked with BBC on the economic impact of child care study and, in other similar studies, has surveyed thousands of parents in Colorado and Utah about their child care choices.

#### **Methodology**

A sample of 785 parents throughout Utah who have children in kindergarten through age 12 were surveyed by telephone and asked about their existing use of out-of-school time programs and other types of informal and formal care. In order to facilitate regional analyses, surveys were segmented across six regional areas representing the Child Care Resource & Referral (CCR&R) regions. State-level analyses were based on appropriately weighted data to control for population size.

Exhibit I-2 shows the regional samples that were used for the family survey.

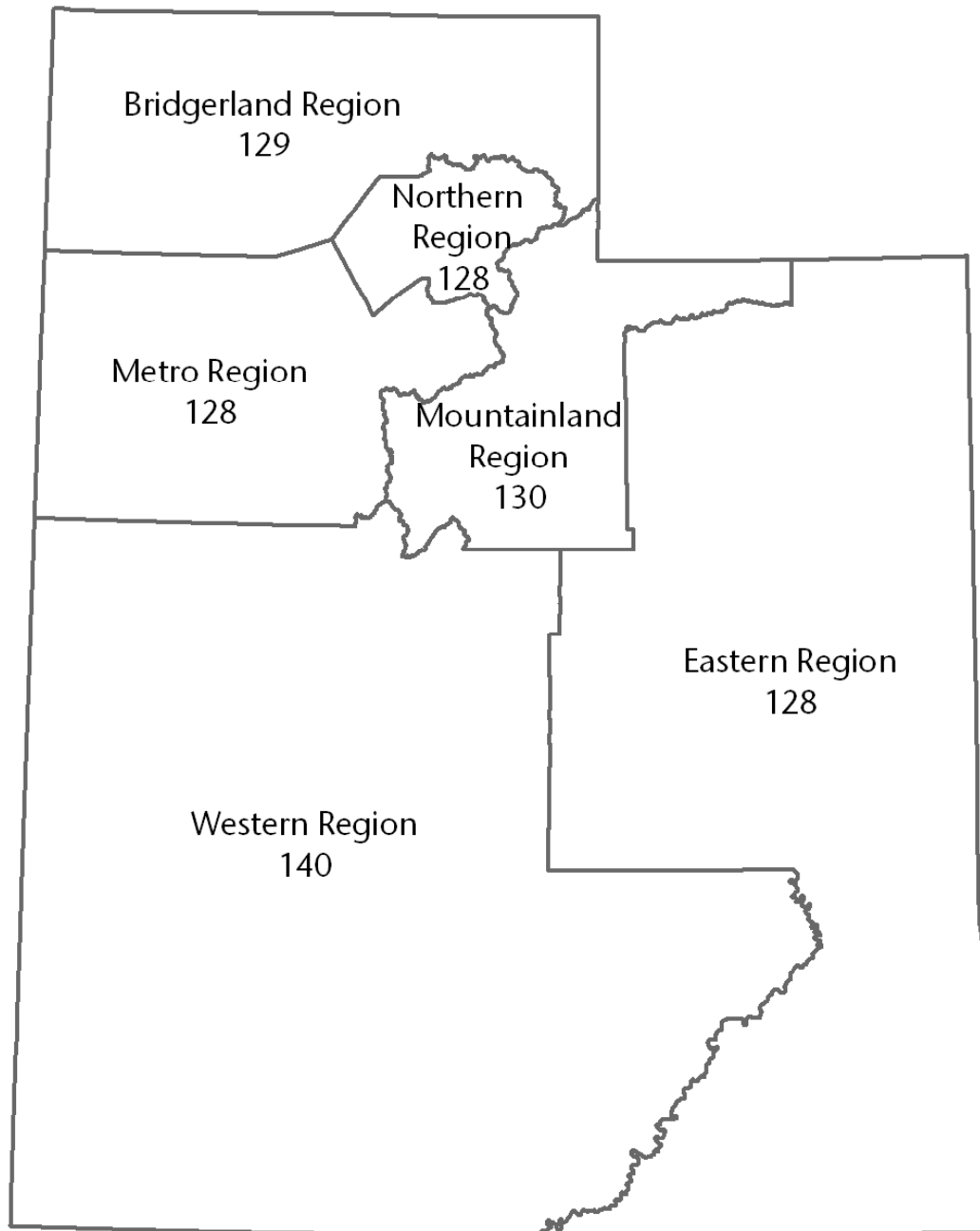
**Exhibit I-2.**  
**Family Survey Regions and Sample Sizes**

Bridgerland	Metro	Northern	Mountainland	Eastern	Western
Box Elder Cache Rich	Tooele Salt Lake	Weber Davis Morgan	Summit Utah Wasatch	Daggett Duchesne Carbon Emery Unitah Grand San Juan	Juab Millard Sanpete Sevier Beaver Piute Wayne Iron Garfield Washington Kane
Region Sample					
129	128	128	130	128	140

Source: Garner Insight, LLC.

Exhibit I-3 geographically shows the regions and sample sizes.

**Exhibit I-3.**  
**Family Survey Regions and Sample Sizes, Geographic Presentation**



Source: Garner Insight, LLC.

Davis Research conducted the survey fieldwork. Using a random digit dialing sample, surveyors screened potential respondents to verify that the households surveyed had school-age children living in the home. The survey fieldwork was conducted late April 2006. Following industry best practices, the sample was managed to ensure that completed responses were representative of Utah's households with school-age children. The sampling error for the percentages presented in this report are shown in Exhibit I-4.

#### **Exhibit I-4.**

#### **Margin of Error for State and Regions at the 95% Confidence Level**

	State	Bridgerland	Metro	Northern	Mountainland	Eastern	Western
<b>Sample size</b>	783	129	128	128	130	128	140
	<u>Margin of Error</u>						
<b>Observed Percentage</b>	+ or -	+ or -	+ or -	+ or -	+ or -	+ or -	+ or -
90% or 10%	2.1%	5.2%	5.2%	5.2%	5.2%	5.2%	5.0%
80% or 20%	2.8%	6.9%	7.0%	7.0%	6.9%	7.0%	6.6%
70% or 30%	3.2%	7.9%	8.0%	8.0%	7.9%	8.0%	7.6%
60% or 40%	3.4%	8.5%	8.5%	8.5%	8.4%	8.5%	8.1%
50%	3.5%	8.7%	8.7%	8.7%	8.6%	8.7%	8.3%

Source: Garner Insight, LLC.

Note: "Observed Percentage" in the table refers to the percentages reported in tables and exhibits throughout the report. For example, if 33% of survey respondents have a household income of \$50,000 to \$74,999, the "observed percentage" is 33%. Thus the margin of error for statewide percentages that are close to 30% is +/- 3.2%.

Confidence level and margin of error are two statistical terms that are important to understanding the reliability and precision of data resulting from survey research. Broadly, the confidence level is a measure of a survey's reliability. Statistically, a confidence level of 95% means that if the same number of surveys were conducted in Utah, using random sampling methods, etc., 95 out of 100 times, the results (the "observed percentages") would be statistically the same. The margin of error refers to the precision, or accuracy, of survey results. Because this survey relies on a sample of respondents (rather than a census), all of the reported results are estimates of what the "real" result would be if we were indeed able to survey Utah's entire population of parents. Because survey data are estimates, each has a margin of error that depends on both the sample size and the estimated percentage. Intuitively, if 90% of respondents share a characteristic, the margin of error around that estimate is smaller than if only 50% of respondents share a characteristic. Similarly, the statewide results have smaller margins of error than the individual regional results, because the statewide sample is much larger than an individual region's sample size.

If 90 percent of respondents statewide held a particular view, the margin of error around that estimate at the 95 percent level, is plus or minus 2.1 percent. Similarly, if 90 percent of Bridgerland Region respondents held a particular view, the margin of error around that observed percentage is plus or minus 5.2 percent.

As with all survey research endeavors, there are additional sources of possible error that cannot be quantified. These include non-response, errors resulting from question wording and question order

and interviewer bias. The study team used existing best practices to attempt to minimize the error that may result from these factors.

In sum, the results of this survey reliably and accurately reflect the demographics, choices and views of the “typical” Utah household. The survey results do not accurately or reliably reflect the demographics, choices or views of individual segments of atypical Utah parents, because – by design – an insufficient number of such atypical parents were surveyed. The purpose of this survey was to represent Utah parents generally.

In addition to the family survey, a separate survey of providers was conducted to supplement this study. The results of this survey are contained in a separate report, but were used to inform the recommendations for improving out-of-school youth program provision in Utah.

## **Organization of Report**

The remainder of this report is organized as follows:

- **Section II.—Socioeconomic Analysis** provides relevant demographic data about Utah’s families and school-age children.
- **Section III.—Family Survey** answers questions about who uses out-of-school time programs in Utah, the types of programs most used and parent satisfaction with the programs available.
- **Section IV.—Supply and Demand Analysis** describes and provides findings from the analysis conducted that compares supply and demand for out-of-school time programs in Utah.
- **Section V.—Findings and Recommendations** summarizes the primary findings from the study and recommends strategies to address Utah’s out-of-school time care needs.
- **Appendix A** contains data sheets providing demographic and out-of-school time program information for the Utah Child Care Resource & Referral (CCR&R) regions and each county in the state.

# **Supply and Demand of Out-of-School Time Youth Programs**

## **SECTION II.**

### **Socioeconomic Analysis**

---

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Office of Work & Family Life  
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## **SECTION II.**

### **Socioeconomic Analysis**

This section contains a presentation and analysis of demographic data on Utah's families and school-age children. The section sets the context for the supply and demand analysis of out-of-school time programs in the following sections of the report.

#### **School-Age Population**

The Utah Governor's Office of Planning and Budget estimates Utah's 2005 population at 2,528,926. About one-fifth of the state's population is made up of children between the ages of 5 and 17 years old. Children who are old enough to attend kindergarten (generally 5 years old by a certain date in the year) through age 12 are defined as the "school-age population" for the purposes of this study. In some cases, the school-age population is defined as children between the ages of 6 and 12 years old because of data limitations. This departure from the definition is noted.

The Census' American Community Survey (ACS) estimated Utah's population ages 5 to 12 years at 314,456 in 2004<sup>1</sup>. Commercial data projections estimate the 2005 number at 321,497. The Governor's Office in Utah has a slightly higher estimate of the population between ages 5 and 12 years old of 328,861 in 2004 and 338,614 in 2005<sup>2</sup>.

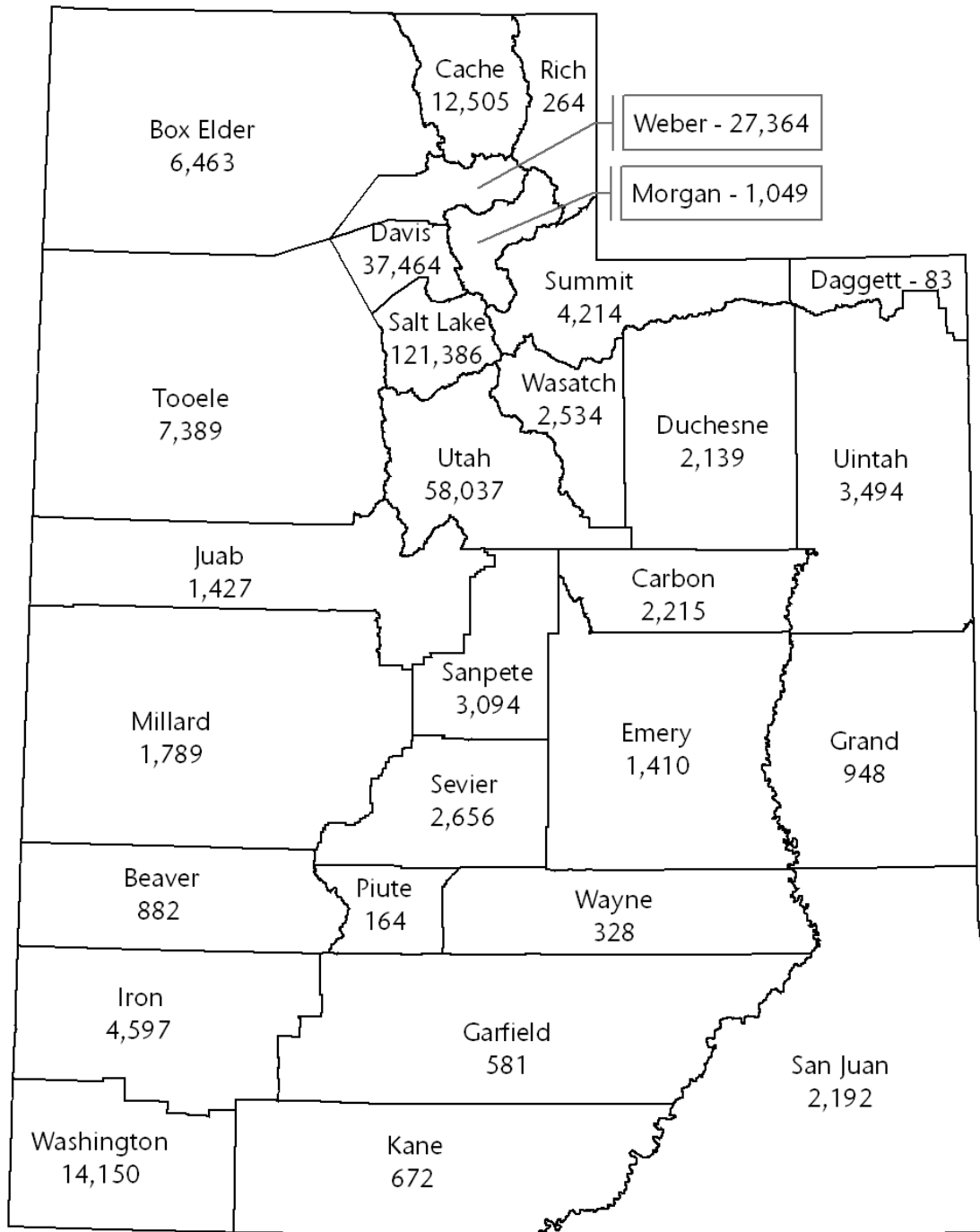
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<sup>1</sup> Based on an analysis of Public Use Microsample (PUMS) data.

<sup>2</sup> BBC used the commercial data provider Claritas for the 2005 population data. The Claritas data were used as a midpoint between the ACS and Governor's Office population estimates and to maintain consistency between the more detailed demographic data in this section only available through Claritas.

Exhibit II-1 shows the number of each county's population between the ages of 5 and 12 years old in 2005.

**Exhibit II-1.**  
**Population Ages 5-12, by County, 2005**

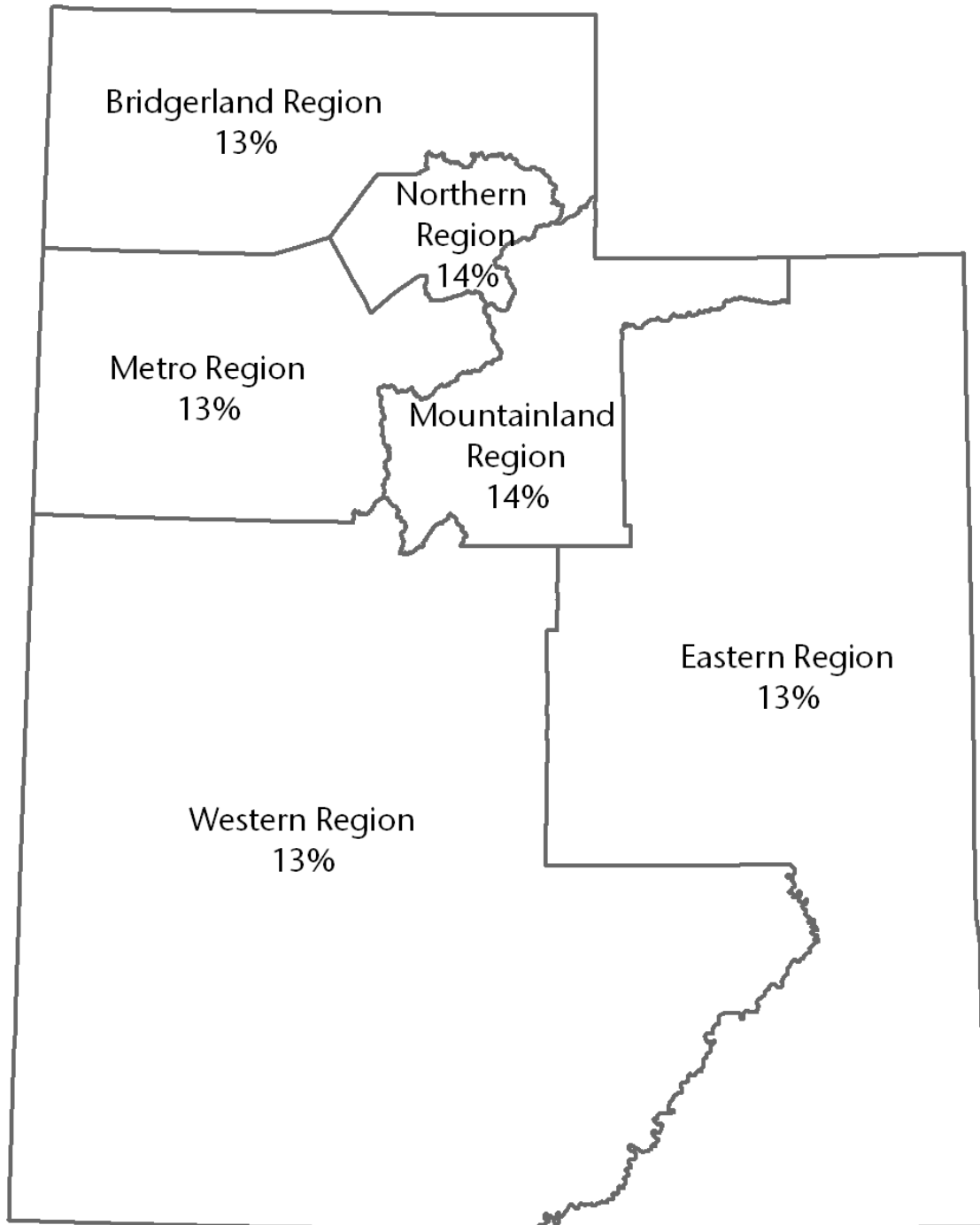


Source: Claritas and BBC Research & Consulting.

Exhibit II-2 shows the proportion of each region's population between the ages of 5 and 12 years old in 2005. The regions used are the Child Care Resource & Referral (CCR&R) regions for the State of Utah. As demonstrated by the map, the proportions are almost identical across the regions.

**Exhibit II-2.**

**Percentage of Population Ages 5-12, by CCR&R Region, Utah Total = 100%**



Source: BBC Research & Consulting and Claritas.

## Living Arrangements

In 2004, according to ACS, the vast majority of school-age children lived in two-parent households. As shown in Exhibit II-3, 82 percent of children between the ages of 6 and 12 in 2004 lived with two parents. An additional 14 percent lived in single-parent, female-headed households; 4 percent lived in single-parent, male-headed households.

**Exhibit II-3.  
Family Arrangements,  
Households with Children  
Ages 6-12 Years Old,  
Utah, 2004**

Source:

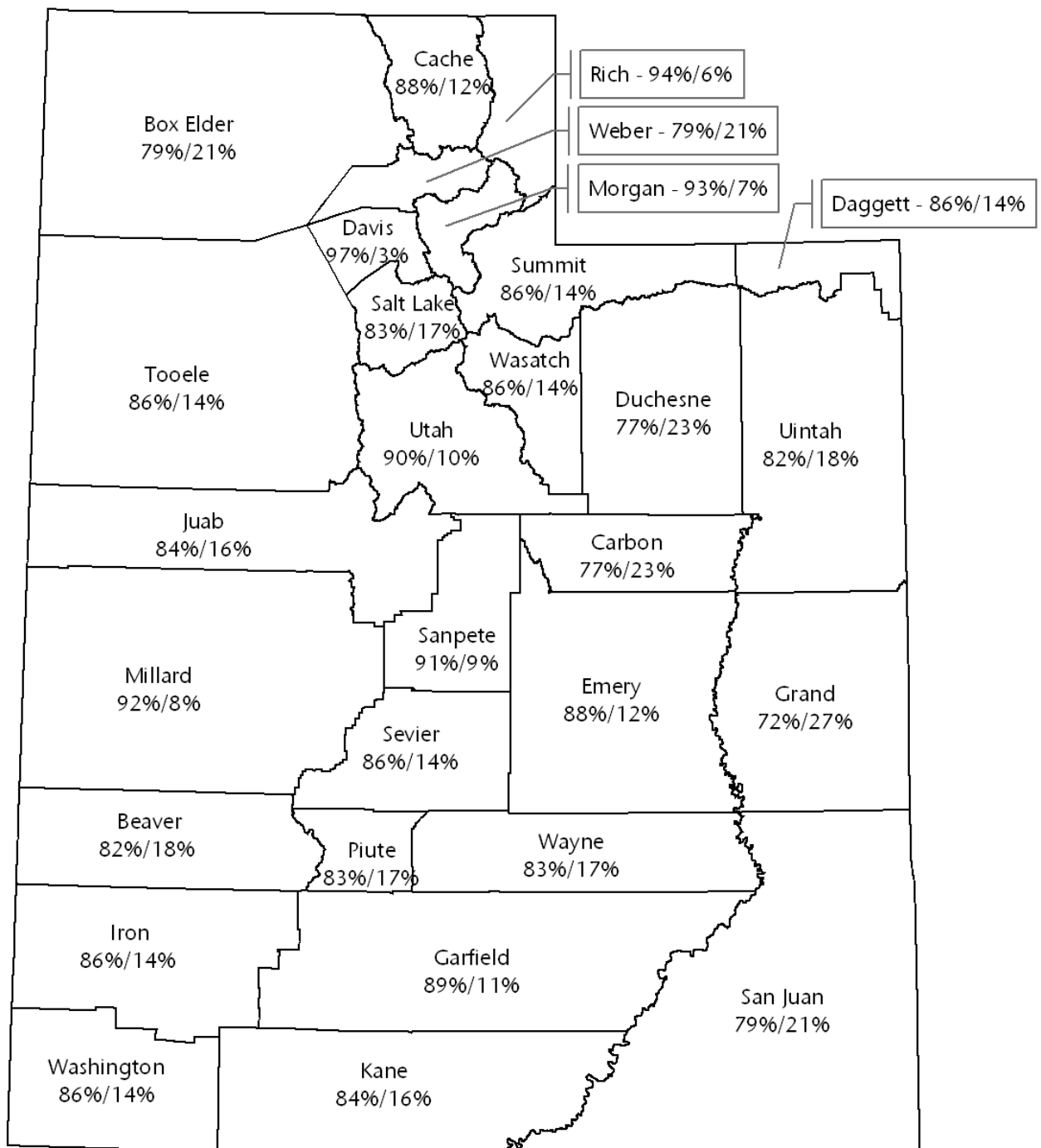
2004 American Community Survey PUMS  
data and BBC Research & Consulting.

Type of Household	
Married-couple family household	82%
Male householder, no wife present	4%
Female householder, no husband present	14%
<b>Total</b>	<b>100%</b>

In 2004, an estimated 33,000 Utah children lived with their grandparents. These children represented about 4.5 percent of all children in Utah. For children between the ages of 6 and 12, 9,438 lived with their grandparents in 2004, about 3 percent of children in this age range.

Exhibit II-4 shows the estimated percentage of children living in two-parent households and in single-parent household arrangements in 2000 by county. The percentage on the left side represents the percentage of two-parent households; the one on the right shows the proportion of one-parent households. The data represent all parents in the State of Utah, regardless of work status.

**Exhibit II-4.**  
**Household Arrangements of Children Ages 5-12, by County, 2000**



Source: Claritas and BBC Research & Consulting.

In 2004, an estimated 18,700 grandparents in Utah were primarily responsible for the care of their grandchildren. Most of these grandparent-caregiver households were married couples (86 percent) and the majority worked outside of the home (61 percent). An estimated 6.5 percent of grandparent-caregiver households lived below the poverty line.

### Labor Force Participation

In 2004, the Census estimated the labor force participation of Utah men over the age of 16 at 87 percent. The labor force participation of Utah women over the age of 16 was estimated at 60 percent.

Exhibit II-5 shows labor force participation of Utah families by family type, according to the 2004 ACS. Both husband and wife worked in the majority of married-couple families (53 percent). In another 29 percent of married-couple families, the husband worked but the wife did not; and in 5 percent of married-couple families, the wife worked but the husband did not.

The exhibit also shows that single female-headed households were less likely to work outside of the home than were single male-headed households.

#### Exhibit II-5. Workforce Participation by Family Status, Utah, 2004

Source:  
2004 American Community Survey PUMS  
data and BBC Research & Consulting.

Family Status	Percent in Workforce
<b>Married-couple family</b>	
Husband and wife in labor force	53%
Husband in labor force, wife not in labor force	29%
Husband not in labor force, wife in labor force	5%
Neither husband nor wife in labor force	13%
<b>Other family</b>	
Male householder, no wife present, in labor force	90%
Male householder, no wife present, not in labor force	10%
Female householder, no husband present, in labor force	71%
Female householder, no husband present, not in labor force	29%

Exhibit II-6 compares the 2005 workforce participation of two-parent households with children and single-parent households with children between the ages of 6 and 17. Sixty percent of Utah children in two-parent households had both parents working; 38 percent had one parent in the labor force. In comparison, 84 percent of children in single-parent families had a working parent.

**Exhibit II-6.  
Workforce Participation  
by Household Structure,  
Utah, 2005**

Source:  
Claritas and BBC Research & Consulting.

Household Structure	Number	Percent
<b>Children living in two-parent households</b>	373,596	83%
Both parents in labor force	223,013	60%
One parent in labor force	141,618	38%
Neither parent in labor force	8,965	2%
<b>Children living in single-parent households</b>	74,933	17%
Parent in labor force	62,604	84%
Parent not in labor force	12,329	16%

Exhibit II-7 compares the labor force participation of Utah women with infants to those without infant children in 2004. As shown in the exhibit, labor force participation is much higher for women without infant children. It is important to note, however, that the majority of women with infants (54 percent) work outside of the home.

**Exhibit II-7.  
Labor Force  
Participation of Utah  
Women with and  
without Infants, 2004**

Source:  
2004 American Community Survey  
and BBC Research & Consulting.

Utah Women with Infants	Number	Percent
<b>Women who gave birth in 2003</b>		
In labor force	28,652	54%
Not in labor force	24,553	<u>46%</u>
<b>Total</b>		<b>100%</b>
<b>Women who did not give birth in 2003</b>		
In labor force	394,760	71%
Not in labor force	163,314	<u>29%</u>
<b>Total</b>		<b>100%</b>

In 2004, about three-quarters of Utah women with children between the ages of 6 and 17 worked outside of the home. This compares to 55 percent for women with young children only and was the highest labor participation rate of any of the categories in Exhibit II-8.

**Exhibit II-8.  
Labor Force Participation  
of Utah Women by  
Presence and Age of  
Children, 2004**

Source:  
2004 American Community Survey  
and BBC Research & Consulting.

Utah Women	Percent
<b>With children under 6 years of age only</b>	
In labor force	55%
Not in labor force	<u>45%</u>
<b>Total</b>	<b>100%</b>
<b>With children 6 through 17 years only</b>	
In labor force	74%
Not in labor force	<u>26%</u>
<b>Total</b>	<b>100%</b>
<b>With children under 6 years and 6 to 17 years</b>	
In labor force	49%
Not in labor force	<u>51%</u>
<b>Total</b>	<b>100%</b>
<b>No own children under 18 years</b>	
In labor force	59%
Not in labor force	<u>41%</u>
<b>Total</b>	<b>100%</b>

However, the vast majority of Utah women who work do so on a part-time basis. In 2004, the Census estimated that 41 percent of Utah women worked part time in the 2003/2004 calendar year; 33 percent did not work; and the balance—25 percent—worked full time. Of the women who worked, 62 percent worked part time and 38 percent worked full time.

Exhibit II-9 shows the average number of hours Utah men and women worked outside of the home each week in 2004.

**Exhibit II-9.  
Average Hours Worked  
per Week, Utah Workers  
by Gender, 2004**

Source:  
2004 American Community Survey  
and BBC Research & Consulting.

Gender of Worker	Average Hours
Male	40.6
Female	32.9
Both	37.2

**Income and Poverty**

The estimated median income of Utah's families in 2004 was \$52,286. Statewide, 6.6 percent of families lived in poverty in 2004. Exhibit II-10 shows the income distribution of poverty in Utah's families by family type. As shown in the exhibit, the majority of families living in poverty in 2004 (50 percent) were married-couple families. However, single female-headed households were disproportionately likely to be living in poverty in 2004: 36 percent of the families living in poverty were single female parents.

**Exhibit II-10.  
Proportion of Families  
Above and Below Poverty  
Level, by Family Type,  
Utah, 2004**

Source:  
2004 American Community Survey  
and BBC Research & Consulting.

Family Type	Number	Percent
<b>Income above poverty level</b>	<b>537,055</b>	<b>93%</b>
Married-couple family	460,882	86%
With own children	269,279	50%
Male householder	23,385	4%
With own children	14,111	3%
Female householder	52,788	10%
With own children	33,903	6%
<b>Income below poverty level</b>	<b>38,110</b>	<b>7%</b>
Married-couple family	18,867	50%
With own children	13,928	37%
Male householder	3,920	10%
With own children	2,913	8%
Female householder	15,323	40%
With own children	13,906	36%

Exhibit II-11 shows the *poverty rate* for Utah families. As shown in the Exhibit, poverty is highest for single female-headed households.

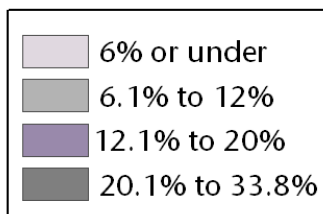
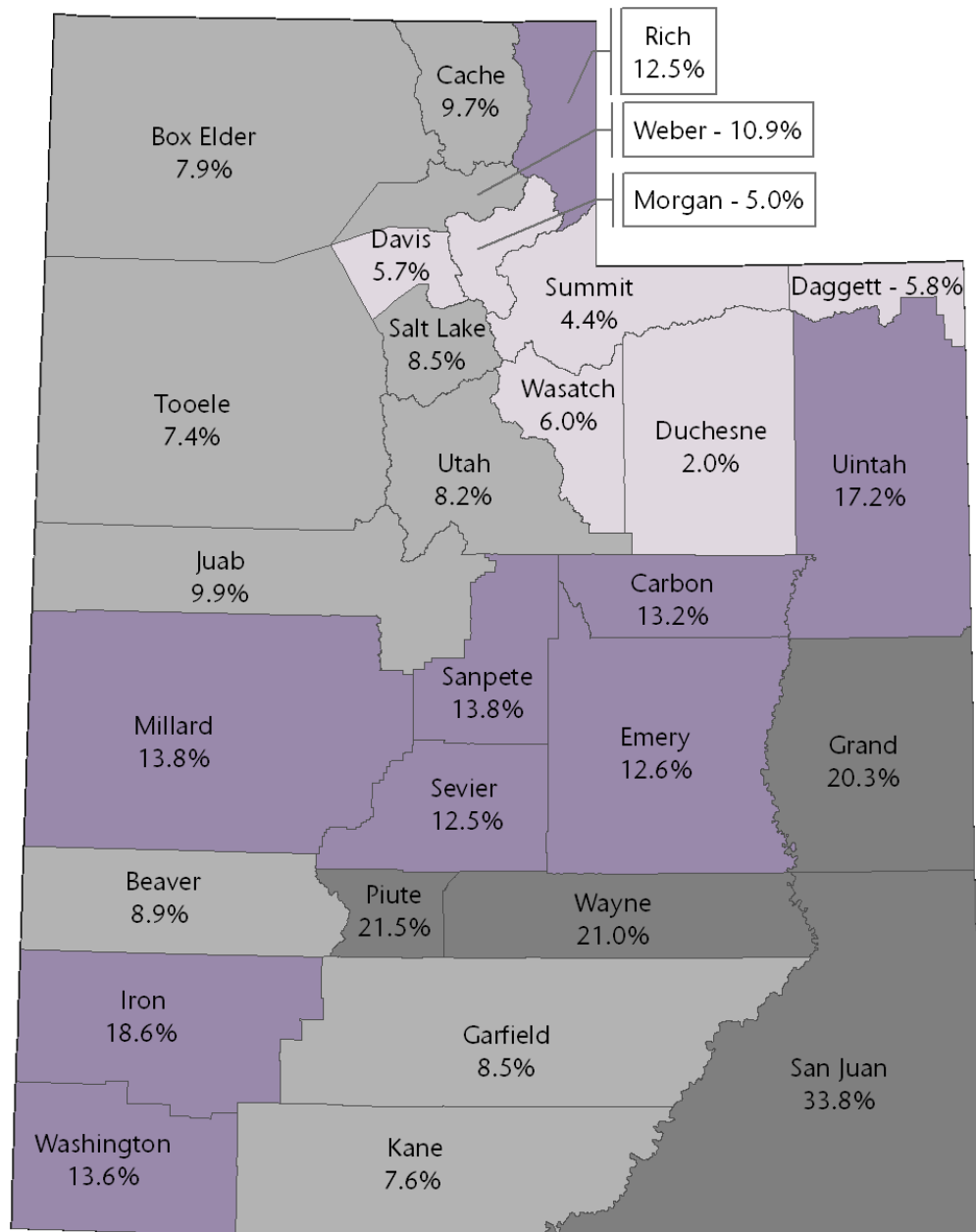
**Exhibit II-11.**  
**Poverty Rate by**  
**Family Type, Utah, 2004**

Source:  
2004 American Community Survey  
and BBC Research & Consulting.

Family Type	Number in Poverty	Poverty Rate
Married-couple family	18,867	4%
With own children	13,928	5%
Male householder	3,920	0%
With own children	2,913	0%
Female householder	15,323	22%
With own children	13,906	29%

Exhibit II-12 shows poverty rates for families with children in 2000 by Utah County.

**Exhibit II-12.**  
**Poverty Rates of Families, by County, 2000**

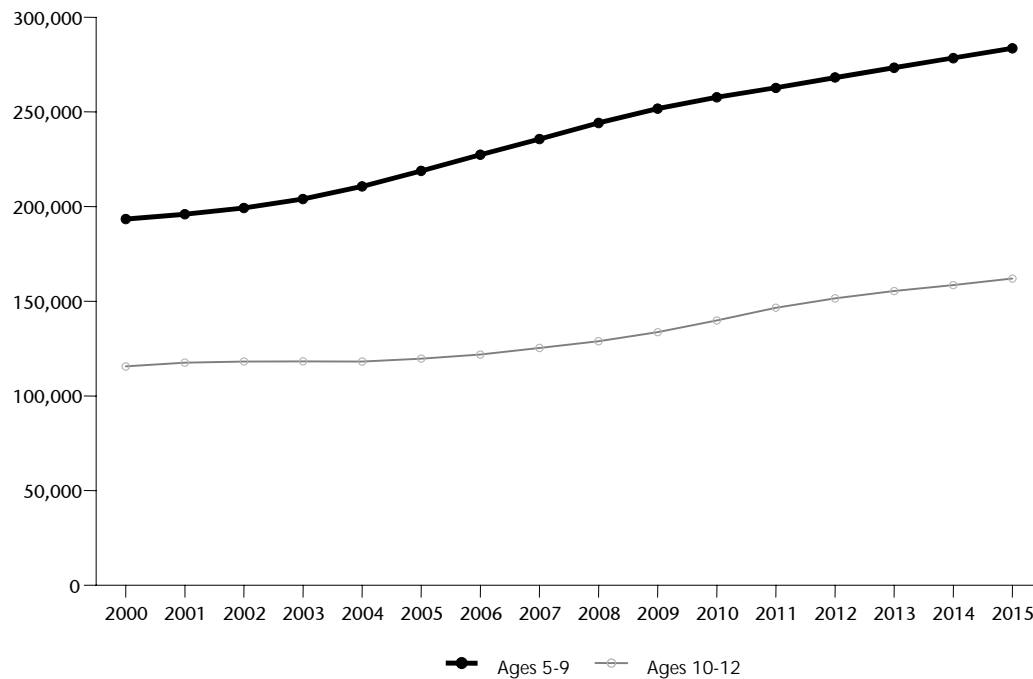


Source: Claritas and BBC Research & Consulting.

## Future Population

Between 2005 and 2010, Utah's population is expected to grow by 12 percent, to 2,833,337 people. Utah's population of children between the ages of 5 and 17 is expected to grow by 13 percent. By comparison, the population between the ages of 5 and 12 is projected to increase by 17 percent. Exhibit II-13 shows the historical and projected population growth for Utah's children ages 5 to 12, separated by children ages 5 through 9 years and ages 10 through 12 years. Population change for children ages 5 to 12 between 2005 and 2012 is expected to average 3 percent per year—the strongest average growth during the 15 year period.

**Exhibit II-13.**  
**Historical and Future Growth of School-Age Population, Utah**



Source: Utah Governor's Office and BBC Research & Consulting.

## Summary

The demographic data presented in this section suggest that there are many Utah families who need to utilize out-of-school time care for their school-age children. Specifically:

- The estimated number of Utah children between the ages of 5 and 12 years old in 2005 ranges between 321,000 and 338,000.
- Most of Utah's children ages 6 to 12 live in two-parent family situations. However, an estimated 18 percent of Utah's children ages 6 to 12 live in single-parent households.
- Children in two-parent households are more likely to have a non-working parent in their family. In 2004, 60 percent of children between the ages of 6 and 17 were in households where two parents worked, compared with 84 percent of children in single-parent households whose parent worked outside the home.
- Married coupled households with children were more likely to have both parents working (223,013 households) compared to households with only one parent working (141,618 households).
- In 2004, about three-quarters of Utah women with children between the ages of 6 and 17, worked outside of the home. However, most of Utah's working women work part-time schedules. Their need for out-of-school time care is likely partially related to how easily they can structure their work schedules around their childrens' school schedules.
- Finally, an estimated 44,000 children in the state are cared for by their grandparents. The majority of these grandparent-caregiver households work outside of the home (61 percent).

# **Supply and Demand of Out-of-School Time Youth Programs**

## **SECTION III.**

### **Family Survey**

---

#### **Prepared for**

State of Utah  
Department of Workforce Services  
Office of Work & Family Life  
140 East 300 South  
Salt Lake City, Utah 84111



#### **Prepared by**

BBC Research & Consulting  
3773 Cherry Creek N. Drive, Suite 850  
Denver, Colorado 80209-3827  
303.321.2547 fax 303.399.0448  
[www.bbcresearch.com](http://www.bbcresearch.com)  
[bbc@bbcresearch.com](mailto:bbc@bbcresearch.com)



#### **In association with**

Garner Insight, LLC  
1410 St. Paul Street  
Denver, Colorado 80206  
303.321.7636  
[jen@garnerinsight.com](mailto:jen@garnerinsight.com)

## **SECTION III.**

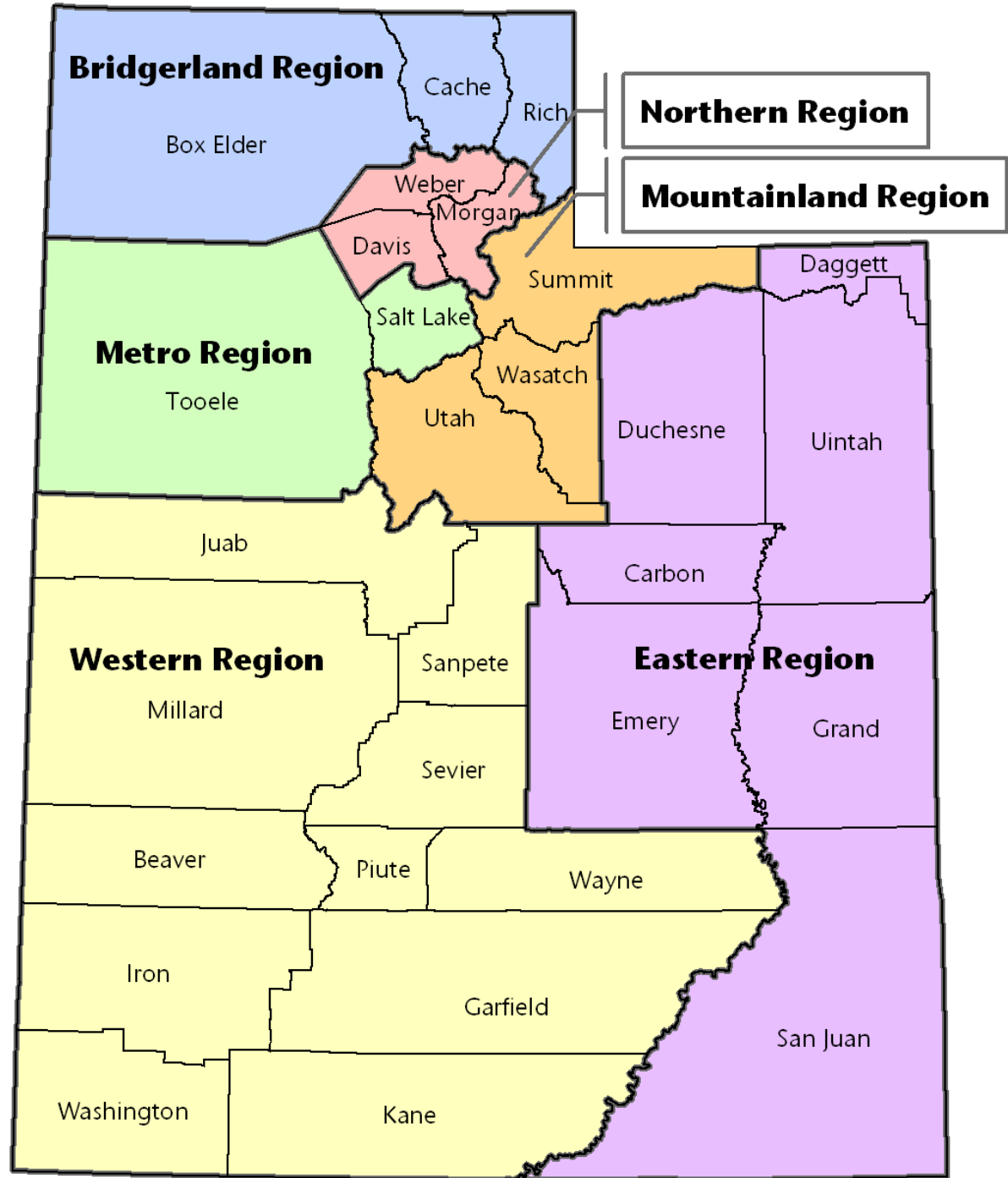
### **Family Survey**

This section discusses the results of a survey of Utah families, which was conducted in 2006 to understand their use of and need for out-of-school time care.

#### **Methodology**

A sample of 785 parents throughout Utah who have children in kindergarten through age 12 were surveyed by telephone and asked about their existing use of out-of-school time programs and other types of informal and formal care. In order to facilitate regional analyses, surveys were segmented across six regional areas representing the Child Care Resource & Referral (CCR&R) regions. Data for state-level analyses were weighted for each region's population to ensure that regions with smaller populations were not over-represented.

**Exhibit III-1.**  
**Family Survey Regions**



Source: Garner Insight, LLC, Utah Family Survey, 2006.

Davis Research conducted the survey fieldwork. Using a random digit dialing sample, surveyors screened potential respondents to verify that the households surveyed had school-age children living in the home. The survey fieldwork was conducted in late April 2006. Following industry best practices, the sample was managed to ensure that completed responses were representative of Utah's households with school-age children. The sampling error for the percentages presented in this report are shown on the following table.

**Exhibit III-2.**  
**Margin of Error for State and Regions at the 95 Percent Confidence Level**

	State	Bridgerland	Metro	Northern	Mountainland	Eastern	Western
<b>Sample Size</b>	783	129	128	128	130	128	140
	<u>Margin of Error</u>						
<b>Observed Percentage</b>	+ or -	+ or -	+ or -	+ or -	+ or -	+ or -	+ or -
90% or 10%	2.1%	5.2%	5.2%	5.2%	5.2%	5.2%	5.0%
80% or 20%	2.8%	6.9%	7.0%	7.0%	6.9%	7.0%	6.6%
70% or 30%	3.2%	7.9%	8.0%	8.0%	7.9%	8.0%	7.6%
60% or 40%	3.4%	8.5%	8.5%	8.5%	8.4%	8.5%	8.1%
50%	3.5%	8.7%	8.7%	8.7%	8.6%	8.7%	8.3%

Source: Garner Insight, LLC, Utah Family Survey, 2006.

Note: Observed Percentage" in the table refers to the percentages reported in tables and exhibits throughout the report. For example, if 33% of survey respondents have a household income of \$50,000 to \$74,999, the "observed percentage" is 33%. Thus the margin of error for statewide percentages that are close to 30% is +/- 3.2%.

Confidence level and margin of error are two statistical terms that are important to understanding the reliability and precision of data resulting from survey research. Broadly, the confidence level is a measure of a survey's reliability. Statistically, a confidence level of 95% means that if the same number of surveys were conducted in Utah, using random sampling methods, etc., 95 out of 100 times, the results (the "observed percentages") would be statistically the same. The margin of error refers to the precision, or accuracy, of survey results. Because this survey relies on a sample of respondents (rather than a census), all of the reported results are estimates of what the "real" result would be if we were indeed able to survey Utah's entire population of parents. Because survey data are estimates, each has a margin of error that depends on both the sample size and the estimated percentage. Intuitively, if 90% of respondents share a characteristic, the margin of error around that estimate is smaller than if only 50% of respondents share a characteristic. Similarly, the statewide results have smaller margins of error than the individual regional results, because the statewide sample is much larger than an individual region's sample size.

If 90 percent of respondents statewide held a particular view, the margin of error around that estimate, at the 95 percent confidence level<sup>1</sup> is plus or minus 2.1 percent. Similarly, if 90 percent of

<sup>1</sup> The aim of survey research is to estimate previously unknown data, such as the proportion of Utah households using formal out-of-school time care. The confidence level, here 95 percent, means that if the survey were conducted 100 times, in 95 out of those 100 iterations of the survey, we would see the same results, within the specified margin of error. Selection of confidence levels of 95 and 90 percent are standard in the industry.

the Bridgerland Region respondents held a particular view, the margin of error<sup>2</sup> around that observed percentage is plus or minus 5.2 percent, or a range from 84.8 percent to 95.2 percent.

As with all survey research endeavors, there are additional sources of possible error that cannot be quantified. These include non-response, errors resulting from question wording and question order and interviewer bias. The study team used existing best practices to attempt to minimize the error that may result from these factors.

---

<sup>2</sup> The margin of error reported in survey research refers to the precision of estimates derived from the survey sample at a particular confidence level. If a particular survey were conducted 100 times, the estimates would group around a particular percentage. The margin of error represents the lower and upper bounds of survey estimates.

## Demographics of Survey Respondents

This section presents background demographic information on the statewide survey of families. A demographic analysis is used to compare the characteristics of the families surveyed overall to understand where over- and under-representation might exist. Demographic data also provide relevant information for the analysis of out-of-school time program needs.

**Household type.** Exhibit III-3 shows the household composition of the survey respondents, 92 percent of whom represented two parents living with their own children. Statewide, about 82 percent of family households are married couples with children, meaning that the sample over-represents two-parent family households. This means that we have greater confidence in the reliability of responses from the two –parent households than we do of other household types. For this reason, any analyses of *just* single-parent households should be interpreted as indicators of this household type’s opinions. Analyses based on all households, or two-parent households, reliably represent the views of Utah parents overall.<sup>3</sup>

### Exhibit III-3. Household Composition of Sample

Note:  
n=785.

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.

Household Composition of Sample	Valid Percent
Two Parents Living With Own Children	91.5%
Two Parents Living With Own Children and Others	3.1%
Single Parent Living With Own Children	3.9%
Single Parent Living With Own Children and Others	0.3%
Grandparent Who is Guardian of Grandchildren	1.1%
Other Household Arrangement	0.1%
<b>Total</b>	<b>100.0%</b>

---

<sup>3</sup> In developing the survey sampling strategy, collecting a sufficient number of surveys in each region to allow for regional analyses was prioritized. Additional screens for household composition were not conducted in order to balance survey efficiency with overall survey cost.

**Workforce participation.** Families responding to the survey were asked to classify their work and school situation. Exhibit III-4 shows that the most common work situations were one adult working full time and a second adult working part time, followed by one adult working and a second adult neither working nor in school. The work/school combinations that are likely to have the greatest need for out-of-school time care include two adults working full time; potentially one adult working full time and one working part time; and two adults working and attending school.

**Exhibit III-4.**  
**Workforce/School Participation of Sample**

Household Workforce/ School Participation of Sample	None	1 Adult	2 Adults	3 + Adults	Total
Work Full Time/Not in School	5%	68%	25%	2%	100%
Work Full Time/in School	90%	8%	2%	0%	100%
Work Part Time/Not in School	74%	25%	1%	0%	100%
Work Part Time/in School	92%	7%	2%	0%	100%
No Work/No School	61%	38%	1%	0%	100%
Attend School/No Work	95%	4%	1%	0%	100%

Note: n=785.

Source: Garner Insight, LLC, Utah Family Survey, 2006.

**Income.** A little more than one quarter of the families surveyed earned less than \$50,000 per year; 73 percent earned more than \$50,000 percent per year (4 percent refused to answer this question). Exhibit III-5 shows the household income distribution from the survey sample.

**Exhibit III-5.  
Income Distribution  
of Survey Sample**

Note:  
n=785.

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.

Household Annual Income	Percent
Less than \$10,000	1%
\$10,000 to \$14,999	1%
\$15,000 to \$24,999	2%
\$25,000 to \$34,999	7%
\$35,000 to \$49,999	16%
\$50,000 to \$74,999	33%
\$75,000 to \$99,999	25%
\$100,000 to \$149,999	10%
\$150,000 to \$199,999	3%
\$200,000 or More	2%
<b>Total</b>	<b>100%</b>

Compared to the distribution of family income overall, the survey sample captured a higher proportion of moderate- to high-income households (those earning more than \$50,000, the approximate median family income) and fewer lower-income households. If the higher-income households are mostly two-earner households, they may have been more likely to respond to the survey because they have a vested interest in commenting on out-of-school time care needs.

Indeed, as demonstrated by Exhibit III-6, households earning more than \$50,000 per year were much more likely to have one or more of their children in some type of out-of-school time care than households earning less than \$50,000 per year.

**Exhibit III-6.  
Use of Out-of-School  
Time Care by Income,  
Survey Sample**

Note:  
n=738.

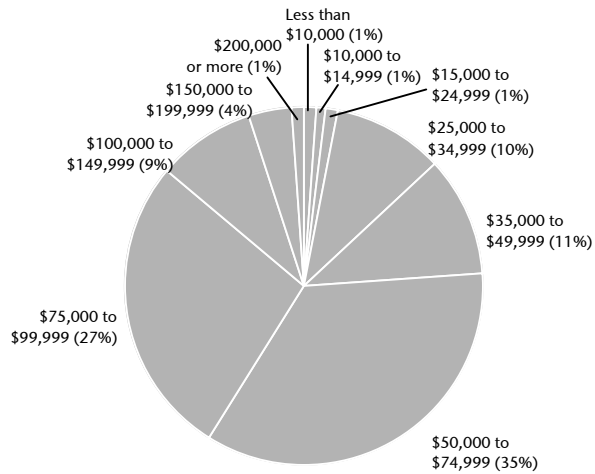
Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.

Income	At Least One Child in Care
Less than \$50,000 per Year	24%
More than \$50,000 per Year	71%
Refused to Give Income	5%
<b>Total</b>	<b>100%</b>

Exhibit III-7 compares the income distribution of families who utilize some type of out-of-school time care with the percentage of families in the sample overall. The differences in the use of care by income range v. use of care for the entire sample are very subtle.

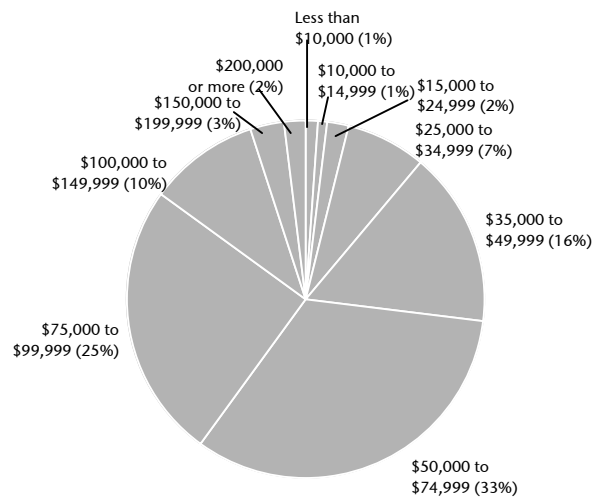
**Exhibit III-7a.  
Use of Care by Income  
Ranges, Sample Households  
Using Care**

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.



**Exhibit III-7b.  
Use of Care by Income  
Ranges, Sample Households  
Overall**

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.



## What Do Utah's Children Do When They Are Not In School?

This section discusses how Utah families with children kindergarten age and through age 12 care for these children when they are not in school. It begins by defining formal and informal care, discusses the formal care programs used and finally, the use of informal programs.

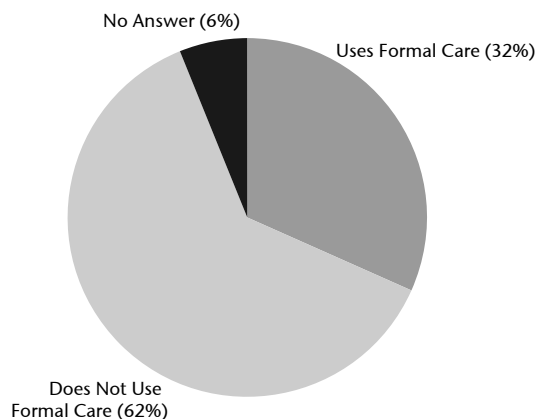
**Formal v. informal care.** For the purposes of the study, out-of-school time programs were divided into two general types: 1) Formal programs, which includes regularly scheduled, structured afterschool programs with set hours of care; and 2) Informal programs, which include lessons, clubs and religious activities offered on different days at different times of day.

**Formal out-of-school time programs.** Thirty-two percent of Utah's *households* with school-age children have at least one child that participates in a formal out-of-school time program, as shown in Exhibit III-8 below.

**Exhibit III-8.**  
**Participation in**  
**Formal Care Programs,**  
**Utah Households**  
**with Children,**  
**Ages K-12 Years, 2006**

Note:  
n=784.

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.

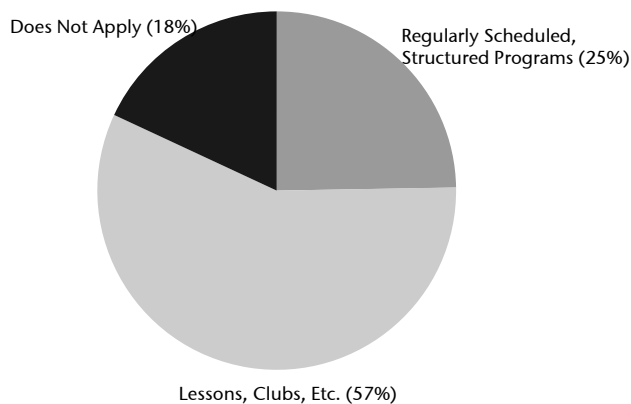


As shown in Exhibit III-9, about 25 percent of Utah's *school-age children* participate in formal out-of-school time programs.

**Exhibit III-9.**  
**Primary Type of**  
**Out-of-School Program**  
**Utah's School-Age**  
**Children Attend**

Note:  
n=1,402 school age children.

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.



**Use of formal programs by age.** Although the survey did not interview enough families for the data to be representative for individual age cohorts, examining the data by age can identify general trends in use of formal care by age group. The data do not show a particular age group clustering in a particular type of care. Rather, the data indicate that a variety of formal care types are accessed by children of all ages.

**Use of formal programs by income.** Exhibit III-10 compares the use of formal v. informal programs by income break. It is interesting to note that there is little difference between the types of care used by households earning more than \$50,000 and households earning less than \$50,000. Therefore, income does not appear to affect the choice of formal and informal care.

**Exhibit III-10.  
Formal v. Informal  
Care by Income**

Note:  
n=739.

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.

Household Income	Uses Formal Care	Uses Informal Care
Less than \$50,000	33%	67%
More than \$50,000	34%	66%

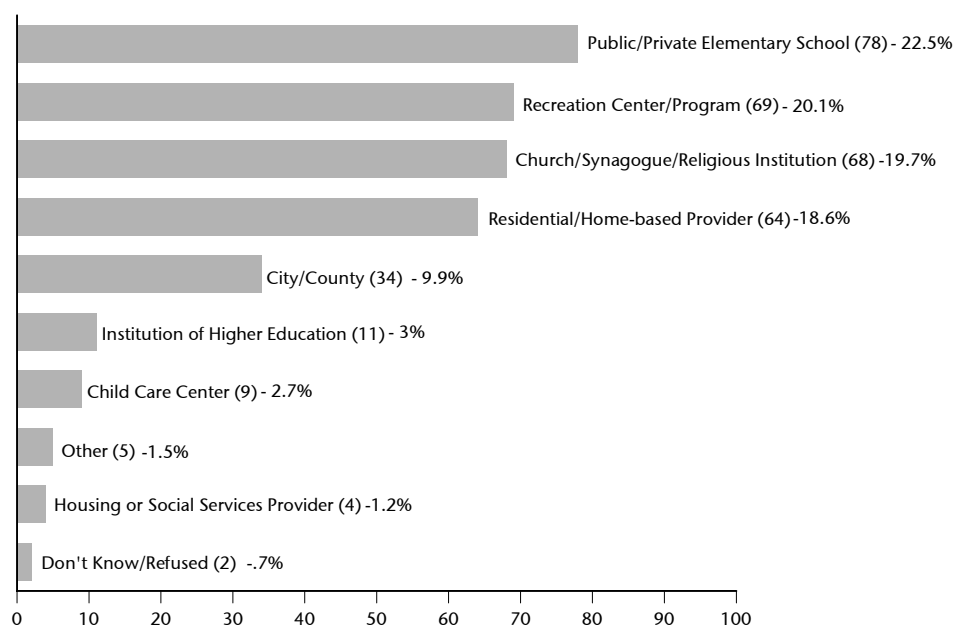
**Use of formal programs by household type.** Although the data are not statistically significant because of the small sample of single parents, it appears that single parents are slightly more likely to choose formal programs than two-parent households are. Of the single parents using care, 39 percent used formal programs, compared with 33 percent of two-parent families.

Two-parent households where both parents work full time were also more likely to use formal programs (40 percent), compared to households where one adult works full time (31 percent) or one adult works part time (33 percent).

**Types of formal out-of-school time programs.** Statewide, 25 percent or about 79,409 children in kindergarten through age 12, spend the greatest amount of out-of-school time in formal programs. Among those children who attend formal out-of-school time programs, a little more than 22 percent attend programs at public and private elementary schools. Another 20 percent attend programs at recreation centers, and another 20 percent attend programs provided by churches, synagogues and religious institutions<sup>4</sup>. About 19 percent attend programs provided by residential care providers, and 10 percent are in city/county programs. Types of programs included in the “other” category include programs offered at high schools, middle schools and charter schools. Residential providers include regulated and unregulated home care.

### Exhibit III-11.

#### Types of Formal Programs Used, Utah Children, Ages K-12 Years, 2006



Note: n=346 children enrolled in formal programs.  
Source: Garner Insight, LLC, Utah Family Survey, 2006.

<sup>4</sup> It should be noted that the proportion of children attending religion-based programs was an unexpected result to the researchers. The survey instrument did not ask parents to specify the church program or type of religious institution.

Exhibit III-12 compares the type of formal out-of-school time programs children participate in by two age cohorts: children ages six to nine and children ages ten to twelve. The most notable differences in program type include the following:

- Children ages ten to twelve are much more likely than younger children to participate in religiously-sponsored out-of-school time programs.
- Children ages six to nine are more likely than older children to participate in programs offered at recreation or community centers.

**Exhibit III-12.  
Formal Out-of-School  
Program Type  
by Age Cohort**

Note:  
n=336.

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.

Type of Formal Out-of-School Care	Ages 6 to 9	Ages 10 to 12
Child Care Center	3.0%	2.0%
Public Elementary School	17.2%	18.9%
Private School	6.3%	1.2%
Church/Synagogue/Religious Institution	13.9%	31.9%
Institution of Higher Education	2.6%	3.0%
Housing or Social Services Provider	1.2%	1.5%
Residential/Home-Based Provider	18.0%	20.3%
Recreation Center/Program	24.6%	11.5%
City/County	11.3%	6.8%
Other	0.8%	2.8%
Don't Know/Refused	1.1%	0.0%

The survey data demonstrated regional differences in the types of care used by parents when their children are not in school. Parents in the Metro Region, which includes Salt Lake County and the Eastern Region, which is one of the most rural regions in the state, rely largely on out-of-school time care provided by elementary schools<sup>5</sup>. The Mountainland Region (which includes Utah County) has a lower reliance on religion-based programs and a higher reliance on recreation-based programs than any of the other regions. Exhibit III-13 compares the use of care programs by region. The highlighted boxes indicate the highest proportion of care by region.

**Exhibit III-13.**  
**Out-of-School Time Programs Used by Region**

Types of Programs	Bridgerland	Metro	Northern	Mountainland	Eastern	Western
Child care center	7%	2%	2%	3%	2%	7%
Church/synagogue/religious institution	22%	20%	23%	14%	19%	27%
City/County	12%	4%	16%	14%	5%	9%
Housing or social service	0%	0%	5%	0%	0%	2%
Institution of higher education	3%	4%	3%	1%	4%	2%
Other	7%	2%	2%	1%	0%	2%
Private school	5%	8%	5%	1%	0%	7%
Public elementary school	10%	26%	11%	13%	37%	2%
Recreation center/program	13%	14%	19%	33%	16%	20%
Residential/home-based	20%	20%	15%	19%	16%	22%

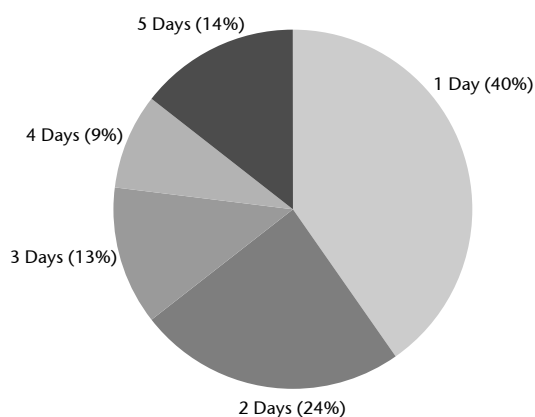
Source: Garner Insight, LLC, Utah Family Survey, 2006.

**Frequency of formal program participation.** Most of Utah's school-age children who attend formal out-of-school time programs typically attend one or two days per week. About 14 percent of children in formal programs go five days a week (Exhibit III-14).

**Exhibit III-14.**  
**Number of Days per Week Attended, Utah's Children in Formal Programs**

Note:  
n=344 children

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.



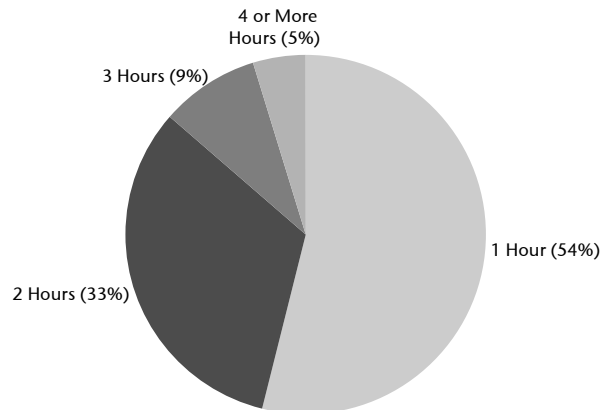
<sup>5</sup> Many of the counties in the Eastern Region have relatively high proportions of single parents, which could affect their afterschool program choices.

The time spent in formal care was analyzed by region and, although the sample sizes are not large enough to draw any definite conclusions, the data suggest that families in the Metro Region, which includes Salt Lake County, are more likely to have their children in care programs for 4 and 5 days per week.

Slightly more than half of the school-age children in formal programs spend one hour per day in the program (42,881 children) and one-third attend for two hours per day (26,205 children), as shown in Exhibit III-15.

**Exhibit III-15.  
Number of Hours  
per Day at  
Formal Program,  
Utah's Children in  
Formal Programs**

Note:  
n=346 children.  
Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.



**Formal Out-of-School time program activities.** Children who attend formal out-of-school time programs participate in a range of activities from organized sports (29 percent of activities mentioned) to arts/crafts/music (28 percent) to homework or educational programming (a little less than 15 percent of activities mentioned). Activities in the “other” category include dance and gymnastics, martial arts and service projects.

**Exhibit III-16.  
Distribution of Formal  
Out-of-School Time  
Program Activities**

Note:  
n=420 formal program activities  
mentioned. Percent of cases adds to greater  
than 100 percent due to multiple response  
options.

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006

Activity	Number	Percent of Responses	Percent of Cases
Homework/Education/Reading/Writing	61	14.6%	26.8%
Outdoor or Indoor Play	57	13.5%	24.8%
Computers	12	2.8%	5.2%
Arts—Perform or Study Music/Crafts/Drama	118	28.0%	51.5%
Organized Sports	123	29.3%	53.9%
Other	49	11.7%	21.6%
<b>Total</b>	<b>420</b>	<b>100.0%</b>	<b>183.7%</b>

**What is important when choosing formal care programs?** Parents of children who attend formal out-of-school time programs discussed the important factors they considered when choosing a program for their child. Cost, the types of learning activities and location offered were important to parents. Exhibit III-17 details the factors parents considered.

**Exhibit III-17.  
Important Factors  
Parents Considered  
When Selecting a  
Formal Out-of-School  
Time Program**

Note:  
n=280 households with at least one child in  
a formal out-of-school time program.  
Percent of cases adds to more than 100  
percent due to multiple response options.

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.

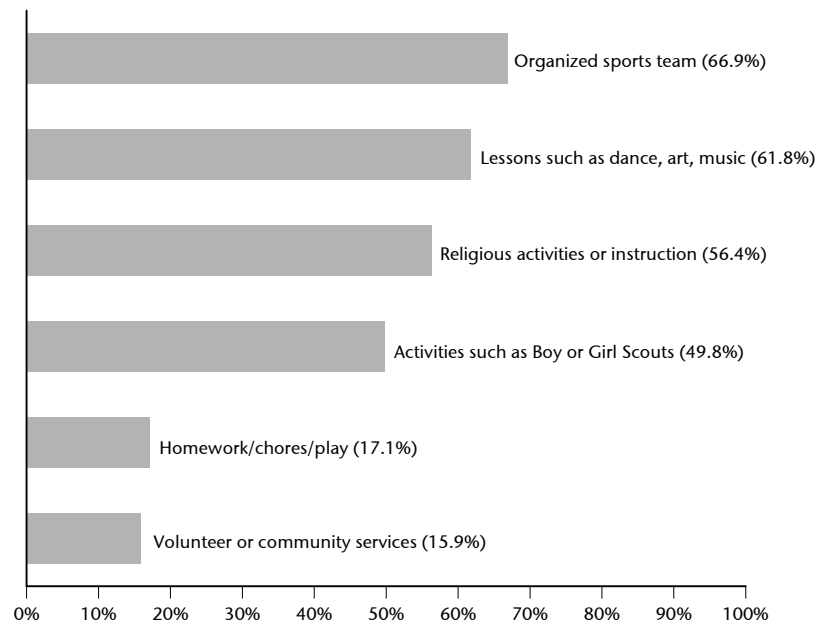
Program Factors	Number	Percent of Cases
Cost/What I Could Afford	50	25.3%
Learning Activities Offered	44	22.7%
Location/Convenience/Close to Home	42	21.4%
Wanted Supervision of Providers	28	14.4%
Wanted Child to Socialize With Other Children	22	11.2%
Values/Comfortable With Provider	21	11.0%
Other	21	10.5%
Sports Activities Offered	15	7.9%
Hours of Operation	15	7.4%
Performing arts/Art Activities Offered	14	7.2%
Reputation/Referrals	3	1.4%
Wanted One-on-One Care for the Child	2	1.2%
Only Type/Nothing Else Available	2	1.0%
Provider Speaks Spanish	1	0.7%
Wanted a Family/Home Environment	0	0.3%
<b>Total</b>	<b>280</b>	<b>143.6%</b>

Responses in the “other” category included:

- “That they had the program to begin with. Programs are scarce here. You have to be a certain age and they don’t have stuff for older kids usually.”
- “The training of the staff. My child has special needs.”
- “Friends, exercise and to value what they do.”
- “I’m not looking for child care. I wanted them to get things of value that I can’t teach them. The scheduling was important. I want them home with the family.”
- “Something non-denominational.”

**Informal out-of-school time activities.** It is estimated that there are 187,833 households with children ages 6 to 12 (see Section V). These children participate in a variety of activities before or after school, in lieu of or in addition to formal out-of-school time programs. For example, 62 percent of Utah’s households with school-age children have at least one child who regularly takes lessons such as dance, art or music during, before, or after school hours (or 116,081 households). The various informal out-of-school time activities and proportion of children who engage in such activities are shown in Exhibit III-18.

**Exhibit III-18.**  
**Typical Informal Activities in Which a School-Age Child Participates When Out of School**



Note: n=785.

Source: Garner Insight, LLC, Utah Family Survey, 2006.

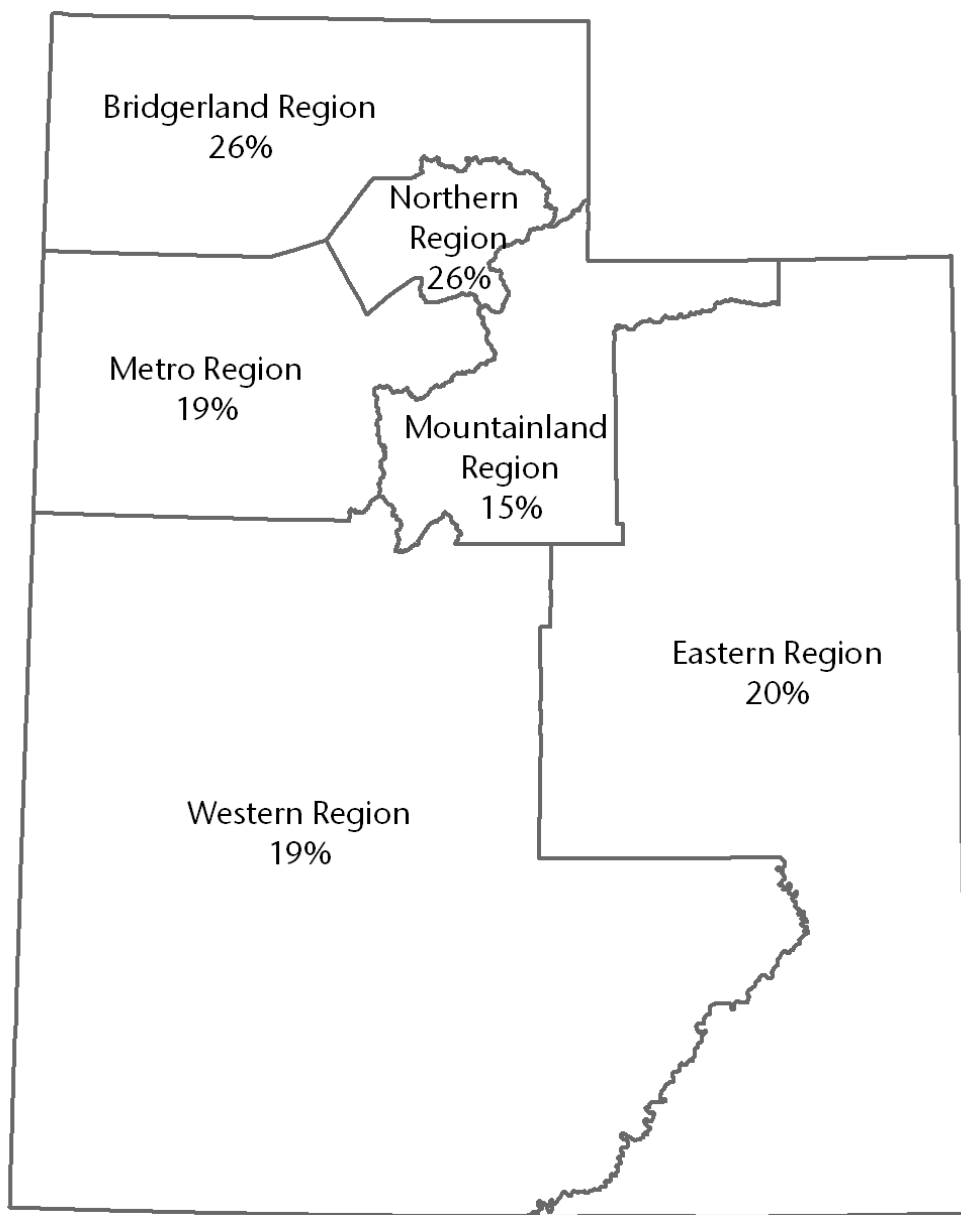
**Informal out-of-school time activities—metro vs. non-metro.** In two cases, typical out-of-school time activities differed between households in the Metropolitan Wasatch Front (MWF) and the Balance of the State (BOS):

- 64 percent of households with school-age children in the non-metropolitan regions of the state participate in religious activities or instruction, compared to 47 percent in the MWF (a statistically significant difference at the 95 percent confidence level).
- Nearly one in four (23 percent) MWF households with school-age children regularly participate in afterschool activities offered at a recreation or community center, compared to 15 percent of households in the rest of the state (a statistically significant difference at the 95 percent confidence level).

### Who Else Regularly Cares for School-Age Children?

On those days when their children come home after school, about 20 percent of households with school-age children have someone other than a parent or guardian watch their children (mostly a sibling, as discussed on page 18). The proportion of households with someone other than a parent watching the children after school varies by region. For example, 26 percent of parents in the Bridgerland Region have someone else watch their children after school compared to 15 percent of parents in the Mountainland Region.

**Exhibit III-19.**  
**Percent of Children Who Have Someone Other Than a Parent or Guardian Care for Them when They Come Home After School**

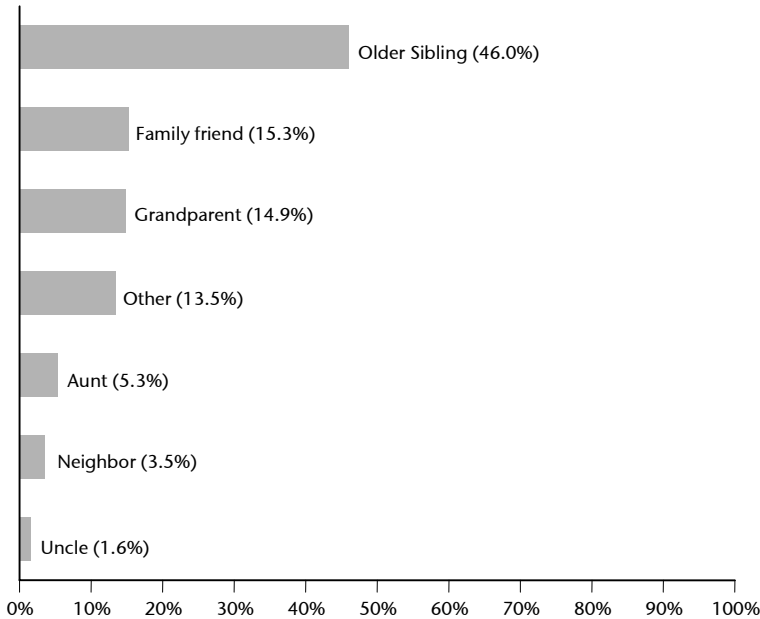


Note: n=164.

Source: Garner Insight, LLC, Utah Family Survey, 2006.

**Who is caring for these children?** In the survey, those parents who have someone other than a parent or guardian care for school-age children after school described their relationship to the person who regularly cares for their children. Of those households with someone else watching the children, nearly half (46 percent) entrust an older sibling with the care of younger children<sup>6</sup>. Caregivers in the “other” category include brother-in-law, nanny, babysitter, other unrelated employees and tutor. The age of the older sibling responsible for younger children is not known.

**Exhibit III-20.**  
**How would you describe the relationship of this person to your children?**



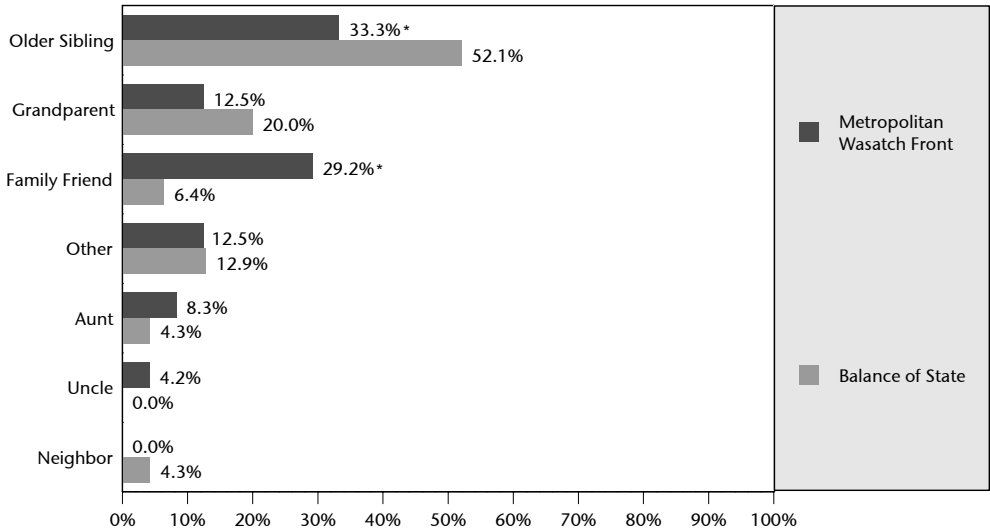
Note: n=159.

Source: Garner Insight, LLC, Utah Family Survey, 2006.

<sup>6</sup> Parents did not define the age of the “older sibling.”

A regional analysis of the data found that families in the Metropolitan Wasatch Front (MWF) are less likely to rely on older siblings to care for children than are families in the Balance of State, as shown in Exhibit III-21 below.

**Exhibit III-21.**  
**How would you describe the relationship of this person to your children?**  
**Metropolitan Wasatch Front Compared to Balance of State**



Note: \* indicates a statistically significant difference at the 95 percent confidence level.

Source: Garner Insight, LLC, Utah Family Survey, 2006.

## Reasons Why Some Parents Do Not Have Others Watch Their Children

It is no surprise that the primary reason why some parents do not have others watching their children during out-of-school time hours is they prioritize being with their children. Some are stay-at-home parents. Others arrange their schedule with their spouse to ensure that a parent is home. A small proportion of parents are unable to access outside care due to availability, cost or other factors, as shown below.

### Exhibit III-22.

**What is the main reason why you do not have someone else regularly care for your children before or after school?**

Reasons	Percent
I'm a stay-at-home mom.	37.6%
We don't need it.	19.6%
It's important for me to be with my kids.	18.0%
It's my responsibility to be home with my children after school.	9.2%
It's my job.	5.3%
We work different shifts, so don't need it.	4.5%
I can't afford it.	3.3%
Other	2.0%
Don't Know/Refused	1.0%
Quality care is too far away.	0.3%
My kids are OK at home alone for a few hours.	0.2%
I used to have care but it closed.	0.1%
<b>Total</b>	<b>100.0%</b>

Note: n=479.

Source: Garner Insight, LLC, Utah Family Survey, 2006.

In addition to the reasons presented in the exhibit above, responses in the “other” category include:

- “We have our schedule coordinated where one of us is home.”
- “Quality of care.”
- “They felt they were too old to be at a day care center.”
- “I don’t trust anyone.”

## Intersession and Summer Activities

Parents were asked how their school-age children spend their time during the summer and intersession school breaks. Slightly less than half of the parents with school-age children have their children home with a parent during the summer and school breaks. Summer or day camps, sports or swimming lessons are some of the activities that parents have their children participate in. Activities in the “other” category ranged widely, from Scouts to art classes to babysitters.

**Exhibit III-23.**  
**What type of arrangement, if any, do you make for your children’s time during the summer or school breaks?**

Note:  
n=783.

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.

Type of Arrangement	Percent
At Home With Parents	48.9%
Sports	9.7%
Summer Camp/Day Camp	9.2%
Family Member, Neighbor or Friend	7.2%
Other	6.3%
Swimming Lessons	5.0%
At Home Alone/With Other Children	2.6%
Nanny/Other	2.2%
Child Care Center	1.8%
Summer School	1.7%
Recreation Center	1.7%
Family Child Care/Home-Based Care	1.4%
Don't Know/Refused	2.4%
<b>Total</b>	<b>100.0%</b>

Responses in the “other” category include:

- “There is a program through the school district called Bright Ideas and we have done Challenger Camp and Mad Scientist Camp. They also do lessons.”
- “Theater Camp or Music Camp.”
- “It’s an education camp run by a private school. They do activities, educational stuff and all sorts of things.”

- “Camp Inventions, a national program.”
- “Bible camp, horse lessons, etc.”
- “Different camps put on by the school—reading camps, a camp at the American Heritage Center learning about how people lived in the 1900s. Also separate music and gymnastics lessons, separate from a camp.”

## Children Staying Home Alone

The survey also collected information about children staying at home alone to understand at what ages and how frequently children care for themselves when they are not in school. About 25 percent of parents with school-age children are comfortable leaving their child home alone for a few hours after school.

### Exhibit III-24. How comfortable are you leaving your children home alone for a few hours after school?

Note:  
n=784.

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.

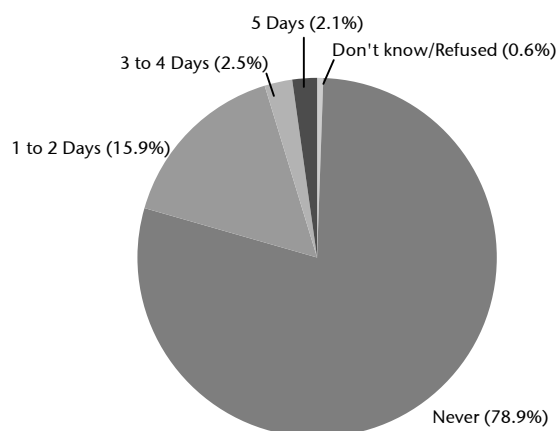
	Percent
Not a problem at all; your children can handle it.	25.6%
Something you're reluctant to do unless there's no choice.	25.9%
Something you never do.	47.6%
Don't Know/Refused	0.9%
<b>Total</b>	<b>100.0%</b>

**Frequency of staying home alone.** In a typical school week, slightly more than 20 percent of households with school age children report that their oldest child is home after school without an adult present. It should be noted that the data in Exhibits III-25 and III-26, particularly for younger children, are likely a lower-bound estimate. Some parents may not have been comfortable admitting that they leave their children home unsupervised by an adult.

### Exhibit III-25. In a typical school week, how many days per week is your child home after school without an adult present?

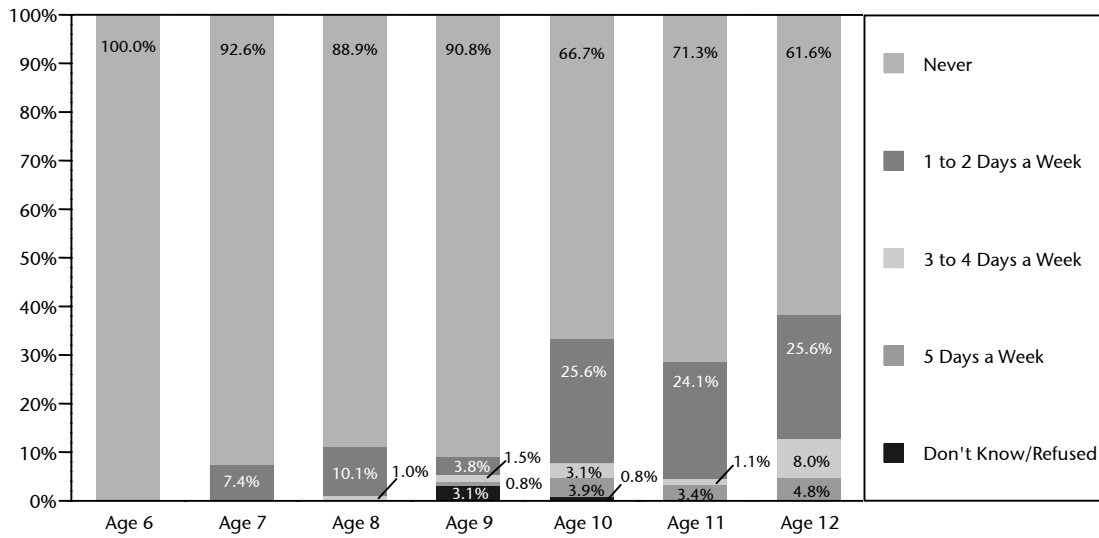
Note:  
n=785.

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.



Not surprisingly, as a child gets older, a greater proportion of parents are comfortable having the child home without adult supervision, as demonstrated by Exhibit III-26.

**Exhibit III-26.**  
**Days per Week Oldest Child is Home After School Without**  
**an Adult Present, by Age of Oldest School-Age Child in the Household**

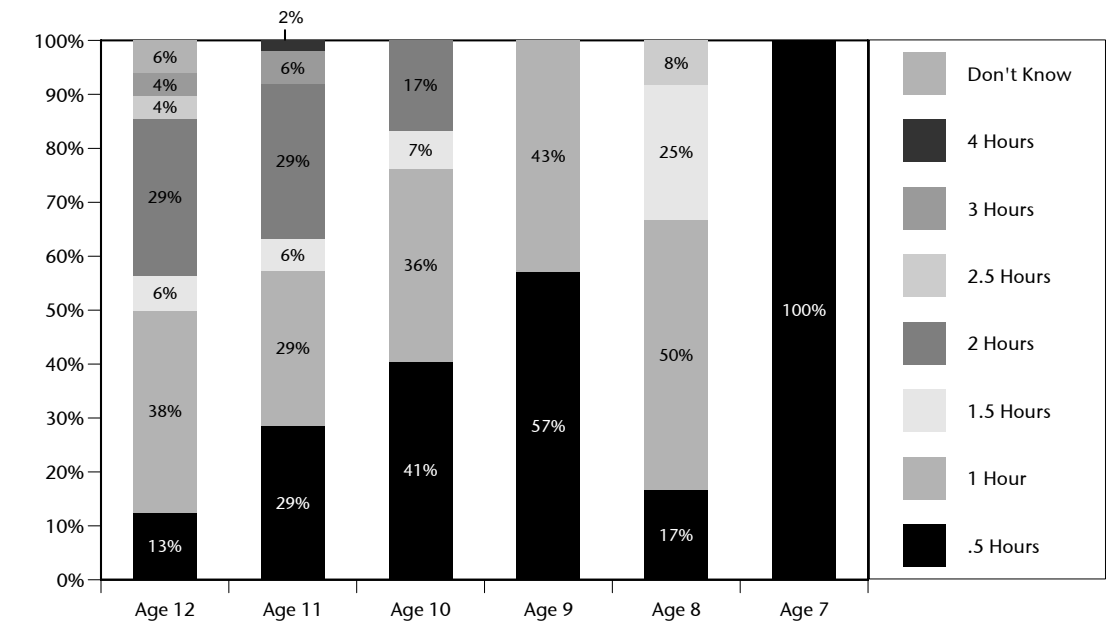


Note: n=780.

Source: Garner Insight, LLC, Utah Family Survey, 2006.

**Typical length of time spent unsupervised.** Those parents whose children spend some time unsupervised typically leave their child alone for an hour or less.

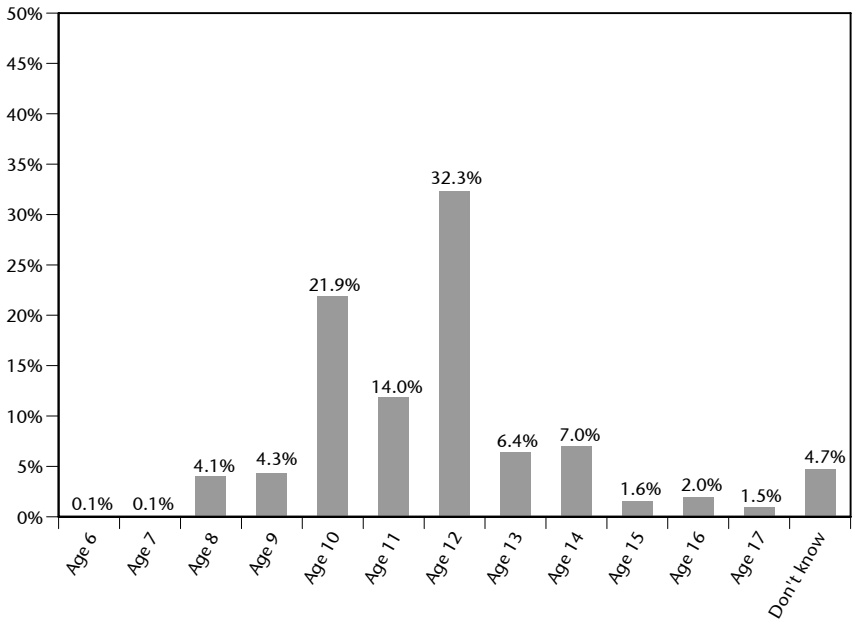
**Exhibit III-27.**  
**On a typical day when your oldest child is home after school without an adult present, for how many hours is your child usually taking care of him or herself?**



Note: n=161.  
Source: Garner Insight, LLC, Utah Family Survey, 2006.

**Appropriate age to be home alone.** About one-third of parents believe that beginning at age 12, a child can be home without adult supervision for a few hours.

**Exhibit III-28.**  
**At what age do you think most children are capable of taking care of themselves without an adult or babysitter at home for a few hours?**



Note: n=785.  
Source: Garner Insight, LLC, Utah Family Survey, 2006.

## Challenges in Finding and Using Out-of-School Time Care

Slightly more than 30 percent of all Utah households with school-age children reported some type of challenge in accessing out-of-school time care. The types of challenges that parents had encountered in the past 12 months included cost, availability, hours of operation and a lack of knowledge of available programs.

### Exhibit III-29.

#### Challenges in Accessing Out-of-School Time Care in the Past 12 months

Challenges	Number	Percent of Cases
None/I have had no problems	363	58.6%
Don't use/need child care	57	9.2%
Availability	38	6.2%
Cost too much/cannot afford it	39	6.2%
Other	33	5.3%
Hours of care/hours of operation	24	3.8%
Never looked	14	2.3%
Difficulty finding someone I trust	14	2.3%
Transportation	10	1.6%
Need info/knowledge of what's available	10	1.6%
Location of provider was too far away	6	1.0%
Reliability	5	0.8%
Waiting list too long	2	0.4%
Age of child or infant	2	0.3%
Closed too early	1	0.2%
Don't know/refused	15	2.5%
<b>Total</b>	<b>633</b>	<b>102.2%</b>

Note: n=633 responses from 619 parents. Percent of Cases adds to greater than 100% due to multiple responses from some parents.

Source: Garner Insight, LLC, Utah Family Survey, 2006.

**What type of care would meet their needs?** Parents who encountered challenges to finding out-of-school time care were asked to describe the type of care that would meet their needs. Exhibit III-30 details the responses from that segment of parents.

**Exhibit III-30.**

**What type of care would meet your needs?**

***Parents who encountered challenges to accessing out-of-school time programs***

Type of Care	Number	Percent
Parent/Guardian at Home With Child	291	60.6%
Other	20	4.2%
Drop-in Afterschool Program	13	2.7%
Family Member, Neighbor or Friend in Your Home	12	2.5%
Afterschool Activities	12	2.4%
Child Care Center/Private Preschool	10	2.1%
Nanny in Your Home	9	1.9%
Family Member, Neighbor or Friend in Their Home	8	1.7%
None/Nothing Else	8	1.7%
Recreation Center	7	1.4%
Something Child Was Interested In	6	1.2%
Older Child or Sibling	3	0.5%
Public School Preschool	2	0.3%
Family Child Care/Home-Based Care	1	0.2%
Don't Know/Refused	<u>80</u>	<u>16.6%</u>
<b>Total</b>	<b>482</b>	<b>100.0%</b>

Note: n=482.

Source: Garner Insight, LLC, Utah Family Survey, 2006.

Responses in the “other” category include:

- “A place to go play basketball or a gym where kids can meet.”
- “Before and afterschool care.”
- “For us it would be summer programs instead of things during the school year.”
- “More scheduled activities and programs and afterschool care through the school.”
- “Before-school care.”
- “To have home care, where someone could come to my house and take care of them.”
- “Time-out days for me to be by myself and send the kids somewhere else.”

## Would Parents Change Their Arrangements If They Could?

Parents were asked whether they would change their child's out-of-school time care arrangement if they could. As shown in Exhibit III-31 below, one in five parents would change their arrangements. There was no difference between the proportions of parents desiring change depending on program type (formal or informal).

### Exhibit III-31.

**Would you make other arrangements for your child's before or after school care?**

	At Least One Child in a Formal Program	Children Not in Formal Programs	Statewide Overall
Yes	20.5%	20.7%	20.6%
No	78.7%	79.1%	79.0%
Don't know/refused	0.8%	0.2%	0.4%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

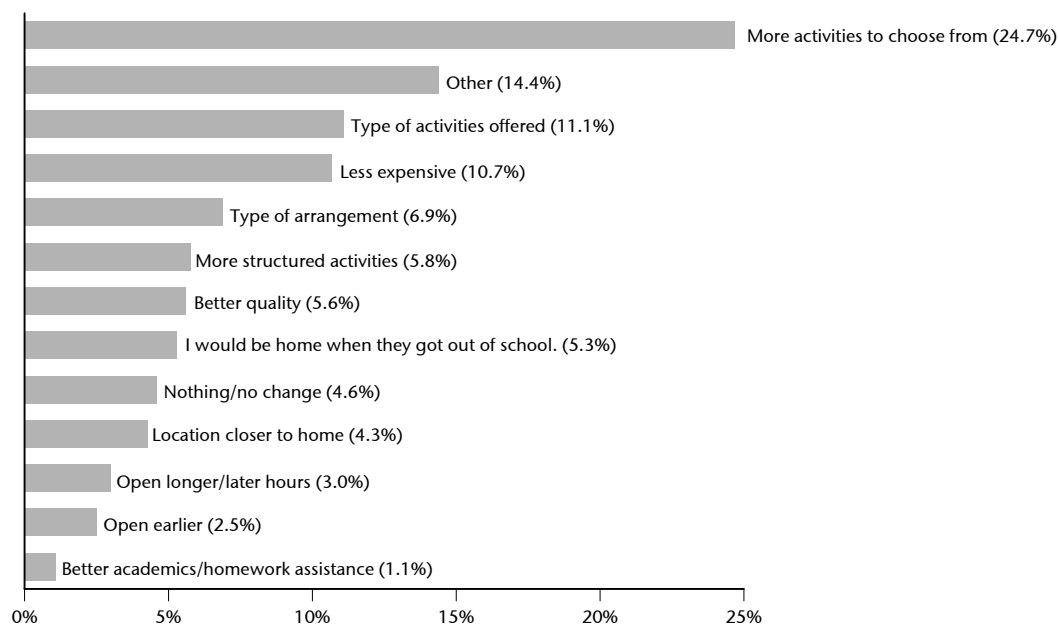
Note: n=738.

Source: Garner Insight, LLC, Utah Family Survey, 2006.

**Type of change.** Exhibit III-32 details the types of changes that parents would make to their child’s out-of-school time program. About 25 percent of households would like “more activities to choose from” and 11 percent would like to access less expensive programs.

**Exhibit III-32.**

**What type of changes would you make to your child’s out-of-school time care?**



Note: n=156.

Source: Garner Insight, LLC and Utah Family Survey, 2006.

The majority of responses in the “other” category centered on a desire for out-of-school time programs to be offered.

- “An afterschool program to be offered.”
- “If the school would offer an afterschool program or if the city would provide bus transportation to the recreational center.”
- “I would like to have a before school program and a program for summer and breaks.”
- “Availability of a program and the economics to be able to do it.”
- “More physical activity. Not inside. I’d like them to be outside more. That’s all.”

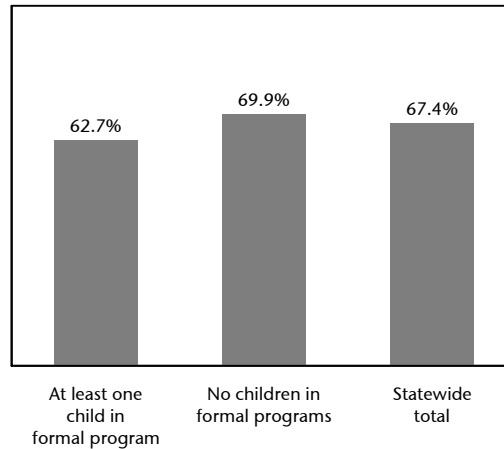
## Licensing

All parents who responded to the survey were asked the following question: “Does it make a difference to you if the programs you use are licensed or not?” Nearly 70 percent of parents with school-age children said that it makes a difference to them if the program they use are licensed or not. Interestingly, a slightly greater proportion of parents whose children are *not in formal programs* consider licensing important.

It is important to note that “licensing” was not defined for parents. It is very likely that when parents responded to this question, they assumed that programs like those offered at elementary schools were “licensed.” Because the term licensing was not defined specifically as “licensed” by the State of Utah’s Department of Health, Bureau of Child Care Licensing, responses to this question *should not* be interpreted as indicating a desire by parents for the Utah Health Department to license specific programs. Rather, responses to this question should be interpreted as an indication of parents’ desire for some form of oversight or accountability with respect to the programs they use.

### Exhibit III-33. Does it make a difference to you if the programs you use are licensed or not?

Note:  
n=497  
Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.



**Metro v. Non-Metro.** Parents from the Metro Wasatch Front were more likely than non-metro parents to say that licensing makes a difference.

### Exhibit III-34. Importance of Licensing, Metro v. Non-metro

Note:  
\* indicates that the observed differences for these two categories are statistically significant at the 95% confidence level.

Source:  
Garner Insight, LLC,  
Utah Family Survey, 2006.

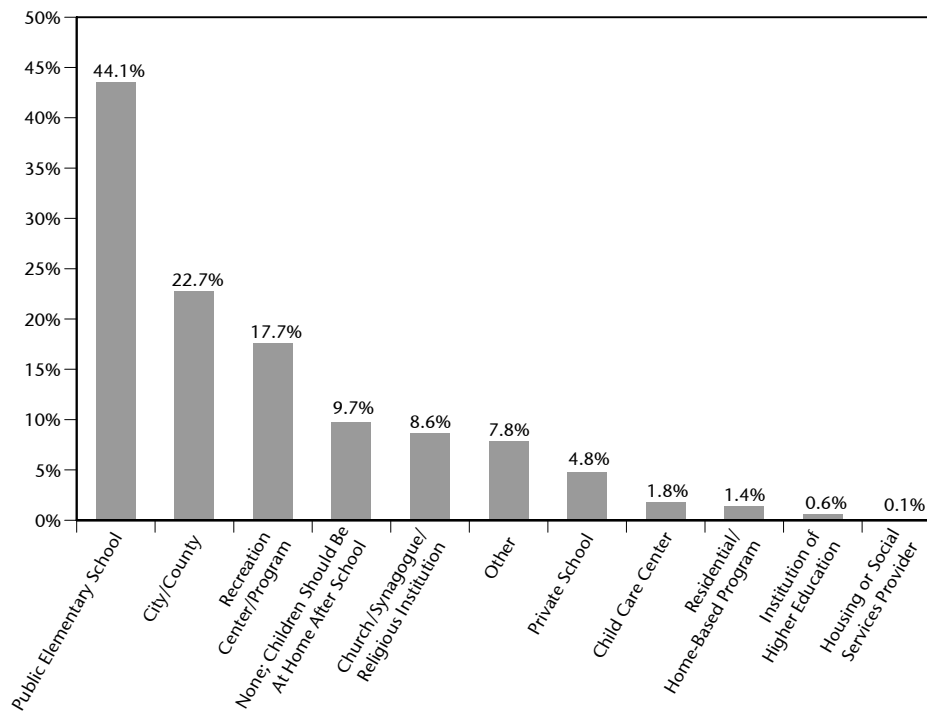
	Metro Wasatch Front		Balance of State	
	Count	Percent	Count	Percent
Yes*	240	73.4%	284	62.0%
No*	64	19.5%	136	29.6%
Don't Know	10	3.1%	20	4.3%
Never Considered	13	3.9%	19	4.1%
Total	327	99.9%	459	100.0%

## Who Should Provide Out-of-School Time Programs?

More than 40 percent of parents with school-age children thought that public elementary schools should be providing out-of-school time programs. About 23 percent of parents thought that the public sector (city or county) should provide programs. An examination of responses to this question by Metro Wasatch Front versus the Balance of State revealed one statistically significant difference: parents from the non-metropolitan regions of the state were more likely to believe that children should be home with a parent (9 percent versus 4 percent of MWF parents, a statistically significant difference). All other responses to this question were statistically similar.

### Exhibit III-35.

**In your opinion, who in the community should be providing after school programs?**



Note: n=590.

Source: Garner Insight, LLC, Utah Family Survey, 2006.

Responses in the other category ranged widely and included:

- “Afterschool programs sponsored and paid for by the state.”
- “Any place should that has activities for kids.”
- “The parents first and foremost and then maybe the government if there is a need for low-income families.”
- “I think it takes all kinds of groups involved from the parents, to the Church, to the government.”

- “I worked on a grant to get one up here a couple of years ago. It would be nice to have a coalition of community groups with multiple partners that could assist people with different backgrounds and situations.”
- “Private places should. It should not be the government.”
- “Some school sponsored programs, some sports programs, church organizations.”
- “Whoever has money and wants to. I try to take advantage of those programs that are offered, but I don’t think of any one organization as being responsible for it.”

### **Similarities with National Studies**

The Afterschool Alliance—a national organization that researches and advocates for afterschool care—conducted a parent survey about afterschool care during the 2002/2003 school year (“America After 3 p.m.: A Household Survey on Afterschool in America”). Like the family survey conducted in Utah for this study, the survey asked about care for youths kindergarten age through age 12. The data were reported at both the national and state level<sup>7</sup>. Similarities between the family survey conducted for this study and the Afterschool Alliance study include the following:

- Nationwide, 11 percent of children attended formal afterschool programs during the typical week in 2002/2003. The Afterschool Alliance study reported that Utah’s children are less than half as likely to attend afterschool programs than are children nationwide, with 5 percent regularly attending an afterschool program during the typical week. By comparison, the Supply and Demand study conducted for Utah found that 25 percent of Utah’s school-age children participate in regularly scheduled, structured programs.
- The Afterschool Alliance study found that during a typical week, 67 percent of children nationwide and 77 percent in Utah are cared for after school by a parent or guardian when they are out of school.
- Nationwide, 47 percent of children spend less than 5 hours per week in afterschool programs; 33 percent spend 6 to 10 hours per week. Similarly, the Supply and Demand study showed that in Utah, slightly more than half of children in formal programs spend one hour per day in the program and one-third attend for two hours per day.
- Nationally, very few parents are dissatisfied with the afterschool care arrangements they have for their children. In the national survey, only 5 percent of households expressed dissatisfaction with their care arrangements. Although exactly comparable data were not collected for Utah in the Supply and Demand study, about 21 percent of parents said they would change their arrangements for out-of-school care if they could.

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<sup>7</sup> The report notes that the sample size for Utah was small and, as such, caution should be observed in interpreting the data.

- Common programs used by children in afterschool care nationwide included public school programs (in which 65 percent of children participated), programs sponsored by the YMCA or YWCA (49 percent participation), Boys & Girls Club programs (34 percent participation), programs run by religious institutions (34 percent), programs run by private schools (30 percent) and programs run by municipalities (26 percent). Although the data are not directly comparable, it appears that Utah children are much less likely to participate in programs run by public elementary schools than children nationwide (a little more than 22 percent attend programs at public and private elementary schools).
- Afterschool program features that were important to parents nationwide at the time of the survey included child's enjoyment of the program, safety of facility and teachers, affordability, quality of facilities and convenience. Although a direct comparison to the national research cannot be made, Utah parents who have children in formal programs choose programs that offer sports, arts and homework or educational programming.

## Summary

- Formal programs appear to be important to single parents and two-earner households, as they are the highest users of formal rather than informal programs.
- Some form of "licensing" is important to most parents. Because "licensing" per se was not defined, these responses should be interpreted as expressing a desire for some type of oversight or accountability. Urban parents were much more likely than rural parents to believe that licensing makes a difference.
- Few of Utah's school-age children spend unsupervised out-of-school time every day and 16 percent are unsupervised by an adult once a week for a few hours. Although some may be home alone for a few hours a week, most have regularly scheduled lessons, sports, scouts or religious activities to fill their out-of-school hours. Overall, parents or guardians provide the bulk of supervision for Utah's school-age children.
- Out-of-school time care in Utah is a parent-selected buffet of choices. Households select a variety of options for their children in any given week, ranging from parent-care to formal programs at elementary schools, to lessons and sports activities to care by relatives or friends.
- Elementary schools, recreation centers and community centers comprise the majority of formal out-of-school time programs that parents access for their school-age children. The parent survey reveals that traditional child care centers play a very small role.
- Parents believe that elementary schools, recreation and community centers are the most appropriate providers of out-of-school time care.

# **Supply and Demand of Out-of-School Time Youth Programs**

## **SECTION IV.**

### **Supply and Demand Analysis**

---

#### **Prepared for**

State of Utah  
Department of Workforce Services  
Office of Work & Family Life  
140 East 300 South  
Salt Lake City, Utah 84111



#### **Prepared by**

BBC Research & Consulting  
3773 Cherry Creek N. Drive, Suite 850  
Denver, Colorado 80209-3827  
303.321.2547 fax 303.399.0448  
[www.bbcresearch.com](http://www.bbcresearch.com)  
[bbc@bbcresearch.com](mailto:bbc@bbcresearch.com)



#### **In association with**

Garner Insight, LLC  
1410 St. Paul Street  
Denver, Colorado 80206  
303.321.7636  
[jen@garnerinsight.com](mailto:jen@garnerinsight.com)

## **SECTION IV.**

### **Supply and Demand Analysis**

This section analyzes the use, availability and estimated demand for out-of-school time programs for Utah's children.

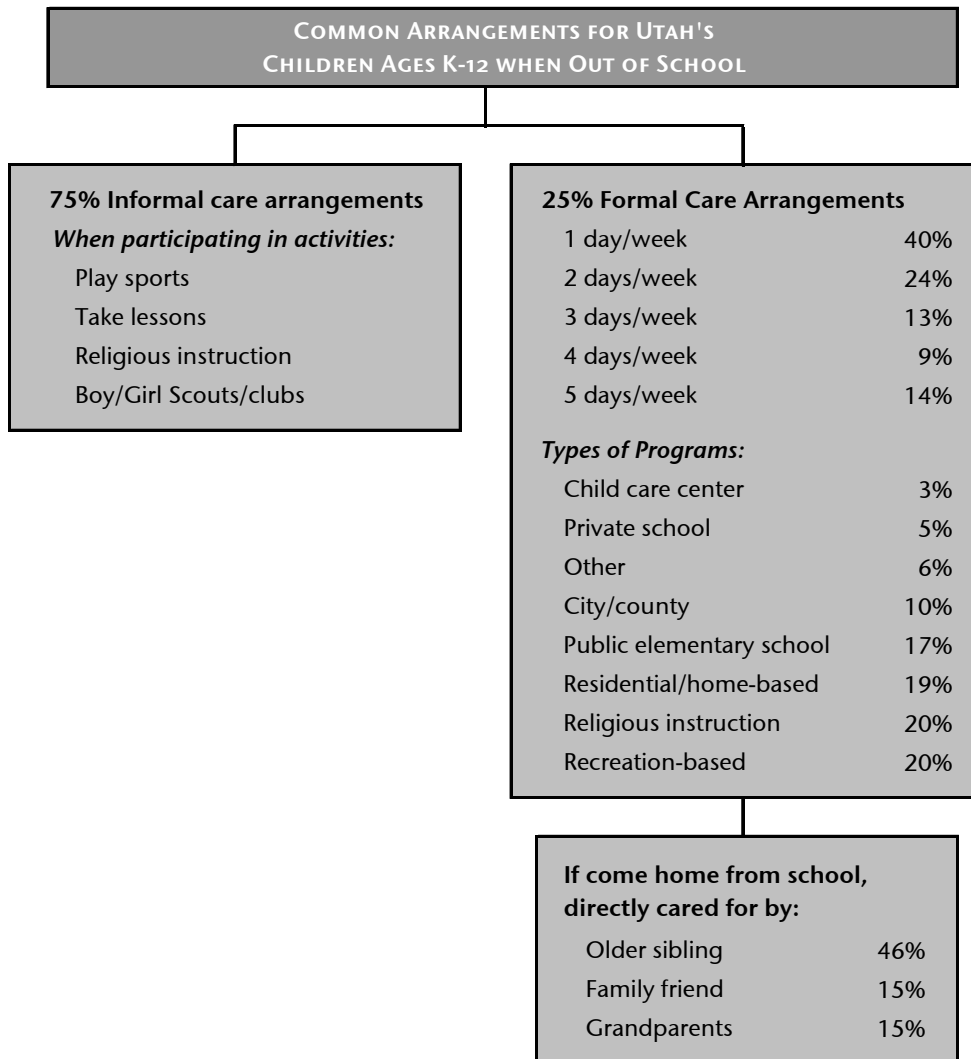
#### **Utah's System of Out-of-School Time Care**

The family survey conducted for this study revealed a key finding for determining the demand for out-of-school time care programs in Utah: *Utah families use a variety of programs and arrangements to care for their children when they are out of school.*

It is difficult to systematically characterize how Utah's children are cared for when they are not in school. On any given day, when Utah children kindergarten age through age 12 are out of school, they participate in lessons, organized sports, religious classes and clubs. When they come home from school directly, they are cared for by an older sibling (and, less so, by a family friend or grandparent). About one-quarter of children participate in structured, formal care arrangements, but the majority (64 percent) participates in such a program only one or two days a week.

Utah's system of out-of-school time care programs appears to be largely a patchwork system of care which, according to most parents, is a system that works for them. Exhibit IV-1 summarizes the common arrangements Utah families use to care for their children when they are out of school.

**Exhibit IV-1.**  
**Out-of-School Time Care Systems, Utah Families with Children Ages K-12 Years Old**



Source: Garner Insight, LLC and BBC Research & Consulting.

## How Do Utah Families Make Out-of-School Time Care Work?

Utah's patchwork system of out-of-school time care works because of some of the unique demographic factors in the state, including the work patterns of women and family sizes.

- **Mothers work part-time.** Census data report that in 2004, about 75 percent of Utah women with children between the ages of 6 and 17 worked outside of the home. However, the vast majority of Utah women who work do so on a part-time basis. In 2004, the Census estimated that 41 percent of Utah women worked part time between July 2003 and July 2004; 33 percent did not work; and a balance—25 percent—worked full time. Of the women who worked, 38 percent worked full time and 62 percent worked part time.

Nationwide, 31 percent of women worked part-time in 2003/2004 calendar years; 37 percent did not work outside of the home; and 32 percent worked full time. Therefore, Utah women were more likely to work than women in the U.S. overall. However, the comparison of the data among working women reveals that working Utah women are much more likely to work part time than women nationwide: 51 percent of working women nationwide worked full time, compared to 38 percent in Utah. Conversely, 49 percent of women nationwide worked part time, compared to 62 percent in Utah.

Utah mothers' work schedules reflect families' opinions about who should provide out-of-school time care. Twenty-percent of respondents to the family survey said that "parents" should provide out-of-school time care for their children. This was the second most common preference to public elementary schools (24 percent).

- **Families take advantage of alternative caregivers.** As the family survey demonstrated, when Utah children go directly home from school and a parent is not available to care for them, they are most likely to be cared for by an older sibling, then by a family friend or a grandparent. Utah's relatively large family size facilitates this arrangement more easily than if families had fewer children.

## Use of Out-of-School Time Programs

As discussed in Section II, there are an estimated 321,492 children in Utah who are 5 years old (approximately kindergarten age) through age 12. Twenty-five percent of these children are in formal care arrangements when they are out of school, equivalent to 79,409 children.

**Frequency.** Most of these children are in such arrangements just one or two days per week, as shown in Exhibit IV-2. An estimated 18,300 of Utah's children, ages 5 through 12, attend formal care programs 4 to 5 days per week. These children represent 6 percent of Utah's population of children ages 5 through 12.

### Exhibit IV-2. Number and Percent of Children in Formal Care Arrangements, Days per Week

Source:  
Garner Insight, LLC  
and BBC Research & Consulting.

Frequency	Number Statewide	Percent	Percent of State's Children 5–12
1 day per week	31,922	40%	10%
2 days per week	19,217	24%	6%
3 days per week	9,926	13%	3%
4+ days per week	<u>18,343</u>	<u>23%</u>	6%
<b>Total</b>	<b>79,409</b>	<b>100%</b>	

**Program type.** Exhibit IV-3 shows the number of children enrolled in formal programs by the types of programs in which they participate. It is important to note that these programs represent where children spend the bulk of their time during an average week. Public elementary schools provide out-of-school time care for about 13,800 children statewide. Private schools and child care centers are minor players in the provision of out-of-school time care, collectively serving about 6,100 children, or 2 percent of Utah's children ages 5 through 12 years. Together, public and private schools serve 19,900 children (5 percent of Utah's children).

In addition, about 16,000 children attend programs at recreation centers (or 5 percent of Utah's children age 5-12), another 15,600 attend programs run by religious organizations (another 5 percent) and 14,800 receive care in residential settings.

**Exhibit IV-3.**  
**Types of Formal Care Arrangements, Utah Children Ages K-12 Years Old**

Type of Care Arrangement	Number Statewide	Percent	Percent of State's Children 5–12
Recreation-based	15,961	20%	5%
Religious organizations	15,643	20%	5%
Residential/home-based	14,770	19%	5%
Public elementary schools	13,817	17%	4%
City/county programs	7,861	10%	2%
Other arrangements	5,162	6%	2%
Private school programs	4,050	5%	1%
Child care centers	2,144	3%	1%
<b>Total</b>	<b>79,409</b>	<b>100%</b>	

Source: Garner Insight, LLC and BBC Research & Consulting.

**Need for out-of-school time care.** This section analyzes the data from the family survey to determine where gaps in out-of-school time care provision exist in Utah.

**Changes to current programs.** Overall, Utah families appear to be happy with the existing out-of-school time care arrangements they make for their children. The family survey found that 79 percent of Utah families would not change their current arrangements if they could.

The balance, about 21 percent of families participating in formal care arrangements, would like to change the arrangements they make for their children. This is equivalent to 13,000 households in Utah who use formal care, or 7 percent of all Utah households with school-age children.

The arrangements they would make are largely about program content. Exhibit IV-4 shows the primary types of changes parents would like to see made in the programs in which their children currently participate.

**Exhibit IV-4.**  
**Would you change care if you could? Utah Households**

Changes You Would Make	Number of Households Wanting Change	% of Households Using Care Wanting Change	% of State's Households with School-Age Children
More activities	4,420	34%	2%
Other	4,173	31%	2%
Less expensive	1,395	11%	1%
Type of arrangement	900	7%	0%
Better quality	730	5%	0%
More structured activities	756	6%	0%
Would be home	691	5%	0%
<b>Total</b>	<b>13,065</b>	<b>100%</b>	

Source: Garner Insight, LLC and BBC Research & Consulting.

**Challenges in finding.** The majority of Utah households—69 percent—report that they have not encountered problems when trying to find care for their children when they are out of school (11 percent of these have not encountered problems because they haven't looked or needed care).

However, an estimated 59,000 households have encountered some type of problem for a variety of reasons ranging from affordability and availability, to hours of care, to transportation constraints. These households represent almost one-third of Utah's households with children between the ages of 5 and 12. The primary challenges these households have encountered are shown in Exhibit IV-5.

**Exhibit IV-5.**  
**Any challenges in finding care? Utah Households**

Primary Challenges	Number of Households With Challenges	% of Households With Challenges	% of State's Households with School-Age Children
Affordability	11,458	19%	6%
Availability	11,458	19%	6%
Hours of care	6,950	12%	4%
Finding someone I trust	3,005	5%	2%
Transportation	4,320	7%	2%
Other	<u>21,976</u>	<u>37%</u>	12%
<b>Total</b>	<b>59,167</b>	<b>100%</b>	

Source: Garner Insight, LLC and BBC Research & Consulting.

The degree of satisfaction with existing programs suggests that most Utah families are able to overcome the challenges they find when looking for programs and are ultimately able to find a program that meets their care needs.

**Geographic differences.** The survey data demonstrated regional differences in the types of care used by parents when their children are not in school. Parents in the Metro Region, which includes Salt Lake City and the Eastern Region, which is one of the most rural regions in the state, rely largely on out-of-school time care provided by elementary schools. The Mountainland Region has a lower reliance on religion-based programs and a higher reliance on recreation-based programs than any of the other regions. Exhibit IV-6 compares the use of care programs by region.

**Exhibit IV-6.**  
**Use of Out-of-School Time Programs by Region**

Types of Programs	Bridgerland	Metro	Northern	Mountainland	Eastern	Western
Child care center	7%	2%	2%	3%	2%	7%
Church/synagogue/religious institution	22%	20%	23%	14%	19%	27%
City/County	12%	4%	16%	14%	5%	9%
Housing or social service	0%	0%	5%	0%	0%	2%
Institution of higher education	3%	4%	3%	1%	4%	2%
Other	7%	2%	2%	1%	0%	2%
Private school	5%	8%	5%	1%	0%	7%
Public elementary school	10%	26%	11%	13%	37%	2%
Recreation center/program	13%	14%	19%	33%	16%	20%
Residential/home-based	20%	20%	15%	19%	16%	22%

Note: n=346. The primary types of care for each region are highlighted in the table.

Source: Garner Insight, LLC and BBC Research & Consulting.

Exhibit IV-7 compares households that would make changes to their current out-of-school time care arrangements if they could. Almost one-quarter of families in the Metro and Northern Regions would change their care situations, compared with around 14 percent in all other regions.

**Exhibit IV-7.**  
**Would you make other arrangements for your child's out-of-school time care?**

	Bridgerland	Metro	Northern	Mountainland	Eastern	Western
<b>Yes</b>	14%	24%	23%	15%	15%	14%
<b>No</b>	85%	76%	77%	85%	82%	86%

Source: Garner Insight, LLC and BBC Research & Consulting.

In the Metro and Northern Regions, the primary changes parents would make to their programs include more activities (18 percent in the Metro Region and 37 percent in the Northern Region), more structure (19 percent in the Northern Region) and less expensive (14 percent in the Metro Region and 11 percent in the Northern Region).

The challenges parents said they experienced also varied somewhat by region. Twelve percent of parents in the Metro Region identified “availability” as a challenge, compared with between 1 and 4 percent in other regions. Ten percent of parents in the Mountainland Region identified “cost” as a

challenge, compared with between 2 and 7 percent in other regions. Overall, though, the challenges parents said they had experienced were not clustered around any one reason.

An analysis of the wait list data reported by providers showed that wait lists were proportionately high in the Metro Region, particularly for elementary school programs. The Northern Region also had proportionately high wait lists. Vacancies were disproportionately low in the Northern Region (and, curiously, proportionately high in the Metro Region). The combination of high wait lists and low vacancies in the Northern Region suggests this region has the greatest supply needs for out-of-school time care programs.

## **Future Need**

As discussed in Section II, the number of Utah's children between the ages of 5 and 12 is expected to grow by 17 percent between 2005 and 2010. The growth in this age cohort will add demand for out-of-school time care from Utah's families.

If Utah families continue to use formal programs in the same way they are now and the school-age population increases by an estimated 59,000 children, about 15,000 formal care slots will need to be available to meet the demand for out-of-school time care for these new school-age children. These slots will be distributed among recreation centers (3,000 slots), public elementary schools (2,600 slots), home based providers (2,800 slots), city/county programs (1,500 slots) and other providers (2,000 slots including 400 provided by child care centers). In addition, religious programs will provide care to about 3,000 children.

However, a stronger factor in determining need will likely be the work participation of Utah's working mothers. Between 2000 and 2004, the workforce participation rate of women in Utah grew slightly from 58 percent to 60 percent. However, the percentage of women working full-time declined, from 27 percent to 25 percent. If working mothers leave the workforce or reduce their hours to accommodate their children's care needs, then the number of out-of-school time program slots will be less than the 15,000 estimated.

## **Summary**

- Overall, Utah families appear to be happy with the existing out-of-school time care arrangements they make for their children. The majority of Utah households—69 percent—report that they have not encountered problems when trying to find care for their children when they are out of school.
- However, an estimated 59,000 households have encountered some type of problem for a variety of reasons ranging from affordability and availability, to hours of care, to transportation constraints. These households represent almost one-third of Utah's households with children between the ages of 5 and 12.
- A survey of elementary school and child care providers that offer out-of-school time care found that the average monthly cost of care for one child was about \$260—equivalent to \$3,000 per year for one child. Many care providers offered a 10 percent discount on cost for siblings.

- About 21 percent of families participating in formal care arrangements said they would change the arrangements they make for their children. This is equivalent to 13,000 households in Utah who use formal care, or 7 percent of all Utah households with school-age children.
- Families with school-age children in the Metro and Northern Regions encounter the most challenges in finding out-of-school time care. One-quarter of families in the Metro and Northern Regions would change their care situations, compared with around 14 percent in all other regions. Twelve percent of parents in the Metro Region identified “availability” as a challenge, compared with between 1 and four percent in other regions. Providers also have the highest wait lists in the Metro and Northern Regions.

# **Supply and Demand of Out-of-School Time Youth Programs**

## **SECTION V.**

### **Findings and Recommendations**

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#### **Prepared for**

State of Utah  
Department of Workforce Services  
Office of Work & Family Life  
140 East 300 South  
Salt Lake City, Utah 84111



#### **Prepared by**

BBC Research & Consulting  
3773 Cherry Creek N. Drive, Suite 850  
Denver, Colorado 80209-3827  
303.321.2547 fax 303.399.0448  
[www.bbcresearch.com](http://www.bbcresearch.com)  
[bbc@bbcresearch.com](mailto:bbc@bbcresearch.com)



#### **In association with**

Garner Insight, LLC  
1410 St. Paul Street  
Denver, Colorado 80206  
303.321.7636  
[jen@garnerinsight.com](mailto:jen@garnerinsight.com)

## SECTION V.

### Recommendations

This section summarizes the strengths and weaknesses in Utah's current system of out-of-school time care for children kindergarten age through age 12. It also provides an analysis of best practices and concludes with recommended strategies for the state to address out-of-school time care needs.

#### Strengths

Overall, Utah's current system of out-of-school time care appears to work well. An estimated 60 percent of parents with school-age children have not had trouble accessing care. There is no "one size fits all" approach to the needs of Utah's families with school-age children and this is reflected by the care system. Parents appear to maintain work schedules that work with their children's school schedules. Providers are also very proud of the programs they run and many complimented their staff in the provider survey.

#### Weaknesses

Still, there are parents who have trouble finding the care they need. An estimated 59,000 households have encountered some type of problem for a variety of reasons ranging from affordability and availability, to hours of care, to transportation constraints. These households represent almost one-third of Utah's households with children between the ages of 5 and 12. The various challenges encountered by these households underscore the importance of maintaining a variety of program types.

**Lack of supply.** Supply of programs is not as much of a problem in Utah's out-of-school time care system as are other factors. The providers surveyed for this study had wait lists averaging 10 to 12 children and many had vacant slots. Some providers identified "lack of demand" as the reason they did not provide certain types of care.

**Challenges.** The non-supply challenges that *providers* report are many. For child care providers, the top challenges include finding and keeping qualified teachers, program cost/lack of funding, providing transportation and covering transportation costs, and providing enough and appropriate activities for children. Specifically, transportation concerns included the high cost of busing, UTA/bus routes not far-reaching and gas prices increasing.

Elementary schools' challenges differ somewhat from the child care centers. Like child care centers, the top challenges were funding and finding quality teachers. Another top need not mentioned by child care centers was scheduling, largely around parents picking up their children on time. Schools also expressed challenges with adequate space and facilities, mostly related to having adequate space for different age group activities.

Overall, the weaknesses in Utah's current out-of-school time programs concern sustainability and quality, rather than availability. However, in the future, with the expected growth of 59,000 school-age children between 2005 and 2010, supply may become more of a factor. As noted in the needs

analysis, the constraints on supply will largely depend on how working women adjust their schedules to accommodate their children's schedules.

## **Best Practices**

A literature review of best practices in out-of-school time programs nationwide was conducted to assist with the recommendations for Utah's programs. This section summarizes some of the more innovative and successful programs and components identified.

**General program characteristics.** A recent study, "Shared Features of High-Performing After-School Programs" identified key characteristics that made programs successful, which included the following:

- A focus on enrichment activities such as dance, music, art and organized sports. The arts-based programs focused on practicing a skill to the point of mastery, which built students' confidence and was transferable to other areas.
- Where programs were academic, they were literacy-based and focused on structured and formal curricula.
- The successful programs had a strong, experienced leader/manager with a trained staff and low staff-to-student ratios. The leader had consistent coordination with the community, engaged in parent-relationship building activities and a provided a constant opportunity for feedback and program adjustment.
- The successful programs had the administrative, fiscal and professional development support of a sponsoring organization.

**Dedicated funding source.** In the City of Baltimore, the Child First Authority (CFA) developed a dedicated stream of funding for citywide afterschool programming, which eliminated the competition for funding among providers. The CFA is a legal partnership that has bonding authority and that receives and deploys a dedicated funding stream for afterschool programs in the city.

**Sharing facilities.** In San Francisco, program providers have developed Memorandums of Understanding (MOUs) about use of space, which define when certain programs can occupy facilities and rooms within facilities.

**Parent building activities.** A program evaluation in Chicago found that student attendance in programs was related to how much they perceived the program as welcoming to their families. Parent/family-building activities such as open houses, picnics and related activities improved parent's and children's ownership and involvement in programs.

And, finally, a unique best practice described by one of the survey respondents: "Our newest addition is our 'breakfast mom.' Next year, we want to have her come early and read to the children who come before breakfast begins."

## Recommendations and Strategy

A variety of strategies are needed to meet the needs of Utah families' complex system of out-of-school time care. Based on how parents use care, it is important that care is available when needed and flexible enough to accommodate other activities scheduled during a typical week.

As a reminder, Exhibit V-1 shows the primary types of out-of-school time care used by Utah's children kindergarten through age 12, along with the estimated number of children who spend the majority of their time out of school in these particular settings.

### Exhibit V-1.

#### Types of Formal Care Arrangements, Utah Children Ages K-12 Years Old, Based on Family Survey

Type of Care Arrangement	Number	Percent	Percent of All Children 5-12
Recreation-based	15,961	20%	5%
Religious organizations	15,643	20%	5%
Residential/home-based	14,770	19%	5%
Public elementary schools	13,817	17%	4%
City/county programs	7,861	10%	2%
Other arrangements	5,162	6%	2%
Private school programs	4,050	5%	1%
Child care centers	2,144	3%	1%

Source: Garner Insight, LLC and BBC Research & Consulting.

As demonstrated by the exhibit, recreation centers and elementary schools are the largest institutional providers of out-of-school time care in the state. Although child care centers serve a proportionately low number of children in out-of-school time care, they are an important part of the care system because the care they provide is unique, relative to elementary schools. Child care centers provide care for longer hours and on a more structured basis. The use of elementary school programs appears to be more supplemental, with parents combining care at the schools with lessons, clubs and other activities their children participate in during the week.

## Overall Strategies

**Strategy No. 1.** Ensure that Utah's out-of-school time programs are of the highest quality.

- *Assist providers with recruiting and maintaining quality, trained staff.* Finding and keeping quality staff was a top concern of the providers surveyed for this study. The State should identify opportunities to collaborate with community colleges and universities to create student work-study positions for staff of out-of-school time programs. These students should receive training in elementary education and early childhood programs. Tuition forgiveness, in addition to a small stipend, could be provided for students who agree to work in out-of-school time programs for a set time

period. The state could assist providers with making hiring decisions by providing questions to ask to ensure quality staff, developing a model staff development work plan and evaluation tool for providers to use, and providing funding for team-building activities/consulting.

- *Improve program quality.* The state should enhance regional training, conferences and outreach about model programs for teachers and residential providers, including special training courses on working with children with special needs.
- *Help with discipline and behavior concerns.* The state should develop a guide for providing discipline and working with misbehavior for care providers and provide training to child care center teachers. Although “discipline/behavior problems” was not one of the top challenges cited by child care providers, it was mentioned fairly frequently. Given the importance of dealing appropriately with the issue, this warrants attention.
- *Explore increased licensing.* The family survey demonstrated that licensing is very important to families with school-age children. The state should consider creating a new licensing category for the currently unlicensed out-of-school time programs. Licensing would help to ensure that staff receive background checks and are appropriately trained, facilities meet code and are well-kept, and that programming (including discipline techniques) are age-appropriate and meet the academic and recreation needs of attending students. If licensing can be linked to quality indicators, this would communicate the advantages of licensing to parents of school-age children in non-metropolitan regions.

**Strategy No. 2.** Improve the activities and programs offered in out-of-school time care settings.

- *Provide funding for ESL out-of-school time programs in the state’s urban area schools with out-of-school time programs.* Just 6 percent of care centers and elementary schools reported that they include English as a Second Language (ESL) training in their out-of-school time program curriculums, although many provide Spanish language programs to English-speaking students. Although this study did not examine the need for ESL training in particular, the growing number of Spanish speakers in the state and nationwide suggests that there may be some unmet demand for ESL services as part of out-of-school time youth programs. (That said, out-of-school time care providers did *not* identify ESL as an unmet need in the provider survey).
- *Encourage programs in elementary schools statewide.* The surveys expressed a strong preference for out-of-school time programs to be provided by elementary schools. Elementary schools are currently one of the largest providers of care in the state and their demands are likely to increase with growth in the school-age population. Elementary schools also receive large amounts of federal funding, which leverages state funding for out-of-school time programs. In addition, elementary school providers need to be educated about Utah families’ use of out-of-school time care and work more closely with families to understand their needs.

- *Improve the quality of tutoring/homework assistance programs.* The provider survey suggests that elementary school programs provide a great deal of homework assistance and tutoring for students with such needs. Students attend the programs somewhat sporadically however, and might benefit from more structure. The state should provide staff training and guides for innovative, activity-based programs for school-age children that incorporate homework assistance and tutoring.

**Strategy No. 3.** Work to keep programs available, flexible and sustainable.

- *Assist care providers with transportation costs.* The state should provide a transportation-specific program that assists care providers in purchasing shuttles and supplementing operational costs of transportation services, since this was a budget item that care providers had trouble covering.
- *Educate elementary schools about scheduling issues.* Parents not picking up their students on time is a significant issue for elementary schools providers of out-of-school time care. The provider survey did not ask if the schools have fines for late pick ups (as many child care centers do), but the schools should consider implementing such a program; the fees collected would go toward purchasing program supplies.
- *Examine funding priorities.* Finally, the state should prioritize out-of-school time program funding in the state's more urban regions, where wait lists are the highest and a higher proportion of parents have expressed challenges in accessing care.
- *Work to keep work schedules flexible for Utah families .* As discussed in Section V (page 3), part-time and flexible work schedules are a major factor in determining the need for out-of-school time programs in Utah. Utah's families use a variety of programs to provide their children with care when they are not in school, and this system appears to fit well with the work schedules of Utah's working women. We recommend that the State support flexible work arrangements for Utah parents and conduct outreach to employers, local and state leaders, families and out-of-school programs to help them appreciate the important of flexible work schedules in Utah.

**Strategy No. 4.** Educate families and providers about the benefits of out-of-school time youth programs.

The Executive Summary that is part of this report discusses the benefits of out-of-school time programs—and the costs of not having such programs available to children, particularly at-risk youth. The Office of Child Care should conduct outreach to parents and elementary schools who do not currently provide programs about why out-of-school time programs are important. The outreach should be conducted through preschools, elementary schools, via community activities and through churches. In addition, the state should develop a resource that helps parents locate out-of-school time programs in their communities (e.g., web-based application as well as a resource guide available to appropriate points of contact such as elementary schools and preschools).

The State should also consider working with the Red Cross, health care and youth organizations to offer programs that train older siblings in the care of their sisters and brothers. The family survey conducted for this study found that, of households with someone else watching their children when

they are out of school, nearly half (46 percent) were cared for by older siblings. At a minimum, these siblings should have first aid and emergency response training.

### **Recommendations for Future Analyses**

The Office of Child Care requested input into how to monitor and update this out-of-school time program needs assessment in the future.

We recommend that the state continue to maintain the database of providers assembled for this project, through a shortened semi-annual survey on the types of care provided, wait lists and vacancies and continued challenges in providing care. The state should also build a database of residential care providers and religion-based providers of out-of-school time activities (to the extent a formalized system exists), to ensure that the database of programs is as comprehensive as possible.

Parents should be surveyed about their satisfaction with their current use of out-of-school time care and challenges in accessing care. This survey effort should not be as comprehensive as the survey completed for this study, but should incorporate the questions on changes and challenges in finding care so the state can track this information over time. The survey should have a section that focuses on the quality of out-of-school time programs used by parents, including teacher and program quality.

Finally, because our geographic scope was statewide, this study was limited in its ability to evaluate the specific needs of out-of-school youth program needs in the State's larger, urban areas. Because urban areas often have higher rates of poverty and more dual-earner families, these areas have a greater need for out-of-school youth programs. In addition, successful programs in urban areas are often structured to address the educational needs of youth who are living in poverty or are from disadvantaged backgrounds. To the extent that the State and its urban areas desire to quantify and understand the out-of-school youth program needs in Utah's urban environments, a study geared to answer these questions should be conducted.

# **Supply and Demand of Out-of-School Time Youth Programs**

## **APPENDIX A.**

### **Data Sheets**

---

#### **Prepared for**

State of Utah  
Department of Workforce Services  
Office of Work & Family Life  
140 East 300 South  
Salt Lake City, Utah 84111



#### **Prepared by**

BBC Research & Consulting  
3773 Cherry Creek N. Drive, Suite 850  
Denver, Colorado 80209-3827  
303.321.2547 fax 303.399.0448  
[www.bbcresearch.com](http://www.bbcresearch.com)  
[bbc@bbcresearch.com](mailto:bbc@bbcresearch.com)



#### **In association with**

Garner Insight, LLC  
1410 St. Paul Street  
Denver, Colorado 80206  
303.321.7636  
[jen@garnerinsight.com](mailto:jen@garnerinsight.com)

## **APPENDIX A.**

### **Data Sheets**

This section contains data sheets that provide relevant information on socioeconomics, out-of-school time youth program use and availability of programs. The socioeconomic data are provided for Utah's counties; socioeconomic *and* program data are provided at the regional level.

The regions used are the Child Care Resource & Referral (CCR&R) regions for the State of Utah.

The information in the data sheets was collected from the following sources:

- Claritas, a commercial data provider;
- U.S. Bureau of the Census;
- Family survey conducted for this study; and
- Provider survey conducted for this study.

## **APPENDIX A.**

### **Data Sheets**

This section contains data sheets that provide relevant information on socioeconomics, out-of-school time youth program use and availability of programs. The socioeconomic data are provided for Utah's counties; socioeconomic *and* program data are provided at the regional level.

The regions used are the Child Care Reference & Referral (CCR&R) regions for the State of Utah.

The information in the data sheets was collected from the following sources:

- Claritas, a commercial data provider;
- U.S. Bureau of the Census;
- Family survey conducted for this study;
- Provider survey conducted for this study.

# Regional Data Sheets

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## State of Utah

### Socioeconomic Characteristics

Population, 2005	2,404,296	
School-Age Child Population (ages 5-12)	321,497	
Percent of Population School Age (ages 5-12)	13%	

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	246,906	85.8%
Single-parent households	40,781	14.2%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	373,596	83.3%
Both parents in labor force	223,013	59.7%
One parent in labor force	141,618	37.9%
Neither parent in labor force	8,965	2.4%
<i>Children living in single-parent households:</i>	74,933	16.7%
Parent in labor force	62,604	83.5%
Parent not in labor force	12,329	16.5%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	31,048	5.4%
\$15,000 to \$24,999	43,132	7.5%
\$25,000 to \$34,999	56,437	9.8%
\$35,000 to \$49,999	97,730	16.9%
\$50,000 to \$74,999	145,900	25.2%
\$75,000 to \$99,999	90,312	15.6%
\$100,000 to \$149,999	77,926	13.5%
\$150,000 to \$249,999	26,074	4.5%
\$250,000 to \$499,999	6,952	1.2%
\$500,000 or more	2,900	0.5%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	28,049	9.18%
Children living in poverty (Under 18)	71,765	10.80%

### Out-of-School Time Programs

Number of School-Age Children in Out-of-School Time Care Programs	#	79,409
Proportion of School-Age Children in Out-of-School Time Care Programs	%	25%

### Types of Out-of-School Time Care Used

	#	%
Child Care Center	2,144	3%
Public Elementary School	13,817	17%
Private School	4,050	5%
Church/Synagogue	15,643	20%
Residential/Home-Based	14,770	19%
Recreation Center	15,961	20%
City/County Provider	7,861	10%
Other	5,162	6%

**Region 1 (Box Elder, Cache, and Rich Counties)****Socioeconomic Characteristics**

Population, 2005	145,128
School-Age Child Population (ages 5-12)	19,233
Percent of Population School Age (ages 5-12)	13.0%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	16,086	85%
Single-parent households	2,905	15%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	25,033	88%
Both parents in labor force	15,842	63%
One parent in labor force	8,752	35%
Neither parent in labor force	439	2%
<i>Children living in single-parent households:</i>	3,508	12%
Parent in labor force	3,042	87%
Parent not in labor force	466	13%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	2,254	7%
\$15,000 to \$24,999	3,326	10%
\$25,000 to \$34,999	4,274	12%
\$35,000 to \$49,999	6,618	19%
\$50,000 to \$74,999	9,027	26%
\$75,000 to \$99,999	4,627	13%
\$100,000 to \$149,999	3,170	9%
\$150,000 to \$249,999	905	3%
\$250,000 to \$499,999	228	1%
\$500,000 or more	76	0%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	1,706	9%
Children living in poverty (Under 18)	4,266	10%

**Out-of-School Time Programs**

Number of School-Age Children in Out-of-School Time Care Programs	#	4,847
Proportion of School-Age Children in Out-of-School Time Care Programs	%	25%

**Types of Out-of-School Time Care Used**

	<b>#</b>	<b>%</b>
Child Care Center	325	7%
Public Elementary School	485	10%
Private School	242	5%
Church/Synagogue	1,052	22%
Residential/Home-Based	969	20%
Recreation Center	645	13%
City/County Provider	567	12%
Other	562	11%

**Region 2 (Tooele and Salt Lake Counties)****Socioeconomic Characteristics**

Population, 2005	988,512	
School-Age Child Population (ages 5-12)	128,775	
Percent of Population School Age (ages 5-12)	13.0%	
<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	94,679	83%
Single-parent households	19,697	17%
<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	142,717	81%
Both parents in labor force	86,659	61%
One parent in labor force	52,038	36%
Neither parent in labor force	4,020	3%
<i>Children living in single-parent households:</i>	34,402	19%
Parent in labor force	29,090	85%
Parent not in labor force	5,312	15%
<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	10,974	5%
\$15,000 to \$24,999	14,517	6%
\$25,000 to \$34,999	20,314	9%
\$35,000 to \$49,999	36,902	16%
\$50,000 to \$74,999	60,816	26%
\$75,000 to \$99,999	39,722	17%
\$100,000 to \$149,999	36,726	16%
\$150,000 to \$249,999	12,753	5%
\$250,000 to \$499,999	3,394	1%
\$500,000 or more	1,513	1%
<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	10,689	8%
Children living in poverty (Under 18)	26,413	10%

**Out-of-School Time Programs**

Number of School-Age Children in Out-of-School Time Care Programs	#	29,618
Proportion of School-Age Children in Out-of-School Time Care Programs	%	23%

**Types of Out-of-School Time Care Used**

	<b>#</b>	<b>%</b>
Child Care Center	592	2%
Public Elementary School	7,701	26%
Private School	2,369	8%
Church/Synagogue	5,924	20%
Residential/Home-Based	5,924	20%
Recreation Center	4,147	14%
City/County Provider	1,185	4%
Other	1,777	6%

**Region 3 (Weber, Davis, and Morgan Counties)****Socioeconomic Characteristics**

Population, 2005	476,959	
School-Age Child Population (ages 5-12)	65,879	
Percent of Population School Age (ages 5-12)	13.8%	
<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	51,234	95%
Single-parent households	6,244	3%
<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	78,253	83%
Both parents in labor force	49,331	63%
One parent in labor force	27,588	35%
Neither parent in labor force	1,334	2%
<i>Children living in single-parent households:</i>	16,002	17%
Parent in labor force	13,571	85%
Parent not in labor force	2,431	15%
<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	4,941	4%
\$15,000 to \$24,999	7,261	6%
\$25,000 to \$34,999	10,145	9%
\$35,000 to \$49,999	19,719	17%
\$50,000 to \$74,999	31,301	26%
\$75,000 to \$99,999	20,589	17%
\$100,000 to \$149,999	17,951	15%
\$150,000 to \$249,999	5,528	5%
\$250,000 to \$499,999	1,365	1%
\$500,000 or more	490	0%
<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	5,024	9%
Children living in poverty (Under 18)	12,534	9%

**Out-of-School Time Programs**

Number of School-Age Children in Out-of-School Time Care Programs	#	18,051
Proportion of School-Age Children in Out-of-School Time Care Programs	%	27%

**Types of Out-of-School Time Care Used**

	<b>#</b>	<b>%</b>
Child Care Center	289	2%
Public Elementary School	2,040	11%
Private School	866	5%
Church/Synagogue	4,079	23%
Residential/Home-Based	2,617	15%
Recreation Center	3,502	19%
City/County Provider	2,906	16%
Other	1,751	9%

**Region 4 (Summit, Utah, and Wasatch Counties)****Socioeconomic Characteristics**

Population, 2005	468,362
School-Age Child Population (ages 5-12)	64,786
Percent of Population School Age (ages 5-12)	13.8%

***Living Arrangements of School-Age Population (ages 5-12), 2000***

	#	%
Two-parent households	50,839	93%
Single-parent households	5,855	5%

***Parent/Guardian Workforce Participation (ages 6-17), 2000***

	#	%
<i>Children living in two-parent households:</i>	73,812	87%
Both parents in labor force	39,577	54%
One parent in labor force	32,607	44%
Neither parent in labor force	1,628	2%
<i>Children living in single-parent households:</i>	10,757	13%
Parent in labor force	8,649	80%
Parent not in labor force	2,108	20%

***Family Income, 2005***

	#	%
Less than \$15,000	5,556	5%
\$15,000 to \$24,999	8,245	8%
\$25,000 to \$34,999	9,981	10%
\$35,000 to \$49,999	17,441	17%
\$50,000 to \$74,999	25,577	25%
\$75,000 to \$99,999	15,814	15%
\$100,000 to \$149,999	13,988	13%
\$150,000 to \$249,999	5,320	5%
\$250,000 to \$499,999	1,542	2%
\$500,000 or more	680	7%

***Poverty Status, 2000***

	#	%
Families with Children under 18 living in poverty	4,383	8%
Children living in poverty (Under 18)	11,830	9%

**Out-of-School Time Programs**

Number of School-Age Children in Out-of-School Time Care Programs	#	18,011
Proportion of School-Age Children in Out-of-School Time Care Programs	%	28%

**Types of Out-of-School Time Care Used**

	#	%
Child Care Center	504	3%
Public Elementary School	2,251	13%
Private School	252	1%
Church/Synagogue	2,503	14%
Residential/Home-Based	3,494	19%
Recreation Center	5,943	33%
City/County Provider	2,503	14%
Other	558	3%

**Region 5 (Daggett, Duchesne, Carbon, Emery, Uintah, Grand, and San Juan Counties)**

**Socioeconomic Characteristics**

Population, 2005	94,012
School-Age Child Population (ages 5-12)	12,483
Percent of Population School Age (ages 5-12)	13.3%

***Living Arrangements of School-Age Population (ages 5-12), 2000***

	#	%
Two-parent households	10,318	94%
Single-parent households	2,491	6%

***Parent/Guardian Workforce Participation (ages 6-17), 2000***

	#	%
<i>Children living in two-parent households:</i>	16,759	80%
Both parents in labor force	9,826	59%
One parent in labor force	6,072	36%
Neither parent in labor force	861	5%
<i>Children living in single-parent households:</i>	4,223	20%
Parent in labor force	3,289	78%
Parent not in labor force	934	22%

***Family Income, 2005***

	#	%
Less than \$15,000	2,914	12%
\$15,000 to \$24,999	2,947	12%
\$25,000 to \$34,999	3,357	14%
\$35,000 to \$49,999	4,610	19%
\$50,000 to \$74,999	5,518	23%
\$75,000 to \$99,999	2,737	11%
\$100,000 to \$149,999	1,677	7%
\$150,000 to \$249,999	398	2%
\$250,000 to \$499,999	84	0%
\$500,000 or more	18	0%

***Poverty Status, 2000***

	#	%
Families with Children under 18 living in poverty	2,498	19%
Children living in poverty (Under 18)	6,509	23%

**Out-of-School Time Programs**

Number of School-Age Children in Out-of-School Time Care Programs	#	3,333
Proportion of School-Age Children in Out-of-School Time Care Programs	%	27%

**Types of Out-of-School Time Care Used**

	#	%
Child Care Center	60	2%
Public Elementary School	1,227	37%
Private School	0	0%
Church/Synagogue	643	19%
Residential/Home-Based	527	16%
Recreation Center	527	16%
City/County Provider	177	5%
Other	173	5%

**Region 6 (Juab, Millard, Sanpete, Sevier, Beaver, Piute, Wayne, Iron, Garfield, Washington, and Kane Counties)**

**Socioeconomic Characteristics**

Population, 2005	231,323
School-Age Child Population (ages 5-12)	30,341
Percent of Population School Age (ages 5-12)	13.1%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	23,750	97%
Single-parent households	3,589	2%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	37,022	86%
Both parents in labor force	21,778	59%
One parent in labor force	14,561	39%
Neither parent in labor force	683	2%
<i>Children living in single-parent households:</i>	6,041	14%
Parent in labor force	4,963	82%
Parent not in labor force	1,078	18%

<b><i>Family Income</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	4,409	8%
\$15,000 to \$24,999	6,836	12%
\$25,000 to \$34,999	8,366	14%
\$35,000 to \$49,999	12,440	21%
\$50,000 to \$74,999	13,661	23%
\$75,000 to \$99,999	6,823	12%
\$100,000 to \$149,999	4,414	8%
\$150,000 to \$249,999	1,170	0%
\$250,000 to \$499,999	339	1%
\$500,000 or more	123	0%

<b><i>Poverty Status</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	3,749	14%
Children living in poverty (Under 18)	10,213	16%

**Out-of-School Time Programs**

Number of School-Age Children in Out-of-School Time Care Programs	#	5,431
Proportion of School-Age Children in Out-of-School Time Care Programs	%	18%

**Types of Out-of-School Time Care Used**

	<b>#</b>	<b>%</b>
Child Care Center	364	7%
Public Elementary School	119	2%
Private School	364	7%
Church/Synagogue	1,450	27%
Residential/Home-Based	1,206	22%
Recreation Center	0	20%
City/County Provider	483	9%
Other	1,445	6%

# County Data Sheets

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## Beaver County

### Socioeconomic Characteristics

Population, 2005	6,214
School-Age Child Population (ages 5-12)	882
Children Ages 5-9	543
Children Ages 10-12	339
Percent of Population School Age (ages 5-12)	14.2%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	604	82.0%
Single-parent households	132	18.0%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	1,054	84.3%
Both parents in labor force	718	68.1%
One parent in labor force	326	30.9%
Neither parent in labor force	10	0.9%
<i>Children living in single-parent households:</i>	197	15.7%
Parent in labor force	166	84.3%
Parent not in labor force	31	15.7%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	97	6.2%
\$15,000 to \$24,999	151	9.6%
\$25,000 to \$34,999	219	13.9%
\$35,000 to \$49,999	389	24.7%
\$50,000 to \$74,999	379	24.0%
\$75,000 to \$99,999	192	12.2%
\$100,000 to \$149,999	122	7.7%
\$150,000 to \$249,999	13	0.8%
\$250,000 to \$499,999	13	0.8%
\$500,000 or more	2	0.1%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	74	8.9%
Children living in poverty (Under 18)	181	9.6%

**Box Elder County****Socioeconomic Characteristics**

Population, 2005	44,522
School-Age Child Population (ages 5-12)	6,463
Children Ages 5-9	3,957
Children Ages 10-12	2,506
Percent of Population School Age (ages 5-12)	14.5%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	5,838	79.4%
Single-parent households	1,518	20.6%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	9,165	88.2%
Both parents in labor force	5,644	61.6%
One parent in labor force	3,346	36.5%
Neither parent in labor force	175	1.9%
<i>Children living in single-parent households:</i>	1,223	11.8%
Parent in labor force	1,071	87.6%
Parent not in labor force	152	12.4%

<b><i>Family Income , 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	572	5.1%
\$15,000 to \$24,999	856	7.6%
\$25,000 to \$34,999	1,232	10.9%
\$35,000 to \$49,999	2,308	20.5%
\$50,000 to \$74,999	3,239	28.7%
\$75,000 to \$99,999	1,745	15.5%
\$100,000 to \$149,999	1,100	9.8%
\$150,000 to \$249,999	198	1.8%
\$250,000 to \$499,999	28	0.3%
\$500,000 or more	7	0.1%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	498	7.91%
Children living in poverty (Under 18)	1,312	9.00%

## Cache County

### Socioeconomic Characteristics

Population, 2005	98,522
School-Age Child Population (ages 5-12)	12,505
Children Ages 5-9	8,029
Children Ages 10-12	4,476
Percent of Population School Age (ages 5-12)	12.7%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	9,966	88.0%
Single-parent households	1,369	12.0%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	15,424	87.3%
Both parents in labor force	9,953	64.5%
One parent in labor force	5,217	33.8%
Neither parent in labor force	254	1.6%
<i>Children living in single-parent households:</i>	2,248	12.7%
Parent in labor force	1,937	86.2%
Parent not in labor force	311	13.8%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	1,653	7.3%
\$15,000 to \$24,999	2,406	10.6%
\$25,000 to \$34,999	2,971	13.1%
\$35,000 to \$49,999	4,203	18.6%
\$50,000 to \$74,999	5,640	24.9%
\$75,000 to \$99,999	2,809	12.4%
\$100,000 to \$149,999	2,025	8.9%
\$150,000 to \$249,999	688	3.0%
\$250,000 to \$499,999	194	0.9%
\$500,000 or more	67	0.3%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	1,174	9.66%
Children living in poverty (Under 18)	2,875	10.48%

## Carbon County

### Socioeconomic Characteristics

Population, 2005	19,233
School-Age Child Population (ages 5-12)	2,215
Children Ages 5-9	1,362
Children Ages 10-12	853
Percent of Population School Age (ages 5-12)	11.5%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	1,709	77.3%
Single-parent households	501	22.7%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	2,943	79.3%
Both parents in labor force	1,882	64.0%
One parent in labor force	966	32.8%
Neither parent in labor force	95	3.2%
<i>Children living in single-parent households:</i>	769	20.7%
Parent in labor force	578	75.2%
Parent not in labor force	191	24.8%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	548	10.7%
\$15,000 to \$24,999	588	11.4%
\$25,000 to \$34,999	713	13.9%
\$35,000 to \$49,999	954	18.6%
\$50,000 to \$74,999	1,089	21.2%
\$75,000 to \$99,999	686	13.4%
\$100,000 to \$149,999	462	9.0%
\$150,000 to \$249,999	77	1.5%
\$250,000 to \$499,999	13	0.3%
\$500,000 or more	6	0.1%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	366	13.19%
Children living in poverty (Under 18)	870	16.47%

## Daggett County

### Socioeconomic Characteristics

Population, 2005	890
School Age Child Population (ages 5-12)	83
Children Ages 5-9	55
Children Ages 10-12	28
Percent of Population School Age (ages 5-12)	9.3%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	73	85.9%
Single-parent households	12	14.1%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	112	83.6%
Both parents in labor force	83	74.1%
One parent in labor force	29	25.9%
Neither parent in labor force	0	0.0%
<i>Children living in single-parent households:</i>	22	16.4%
Parent in labor force	18	81.8%
Parent not in labor force	4	18.2%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	20	8.5%
\$15,000 to \$24,999	32	13.6%
\$25,000 to \$34,999	45	19.1%
\$35,000 to \$49,999	35	14.8%
\$50,000 to \$74,999	59	25.0%
\$75,000 to \$99,999	26	11.0%
\$100,000 to \$149,999	17	7.2%
\$150,000 to \$249,999	2	0.8%
\$250,000 to \$499,999	0	0.0%
\$500,000 or more	0	0.0%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	6	5.77%
Children living in poverty (Under 18)	12	6.06%

## Davis County

### Socioeconomic Characteristics

Population, 2005	261,493
School-Age Child Population (ages 5-12)	37,464
Children Ages 5-9	23,544
Children Ages 10-12	13,920
Percent of Population School Age (ages 5-12)	14.3%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	30,390	97.0%
Single-parent households	956	3.0%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	46,634	85.9%
Both parents in labor force	28,309	60.7%
One parent in labor force	17,877	38.3%
Neither parent in labor force	448	1.0%
<i>Children living in single-parent households:</i>	7,672	14.1%
Parent in labor force	6,511	84.9%
Parent not in labor force	1,161	15.1%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	2,056	3.2%
\$15,000 to \$24,999	3,282	5.0%
\$25,000 to \$34,999	4,836	7.4%
\$35,000 to \$49,999	10,061	15.4%
\$50,000 to \$74,999	17,350	26.5%
\$75,000 to \$99,999	12,026	18.4%
\$100,000 to \$149,999	10,933	16.7%
\$150,000 to \$249,999	3,573	5.5%
\$250,000 to \$499,999	901	1.4%
\$500,000 or more	331	0.5%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	2,045	5.73%
Children living in poverty (Under 18)	5,428	6.87%

## Duschesne County

### Socioeconomic Characteristics

Population, 2005	14,770
School-Age Child Population (ages 5-12)	2,139
Children Ages 5-9	1,279
Children Ages 10-12	860
Percent of Population School Age (ages 5-12)	14.5%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	1,785	81.8%
Single-parent households	378	17.4%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	2,915	82.4%
Both parents in labor force	1,725	58.7%
One parent in labor force	1,144	38.9%
Neither parent in labor force	46	1.6%
<i>Children living in single-parent households:</i>	593	16.8%
Parent in labor force	511	85.5%
Parent not in labor force	82	13.7%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	444	11.5%
\$15,000 to \$24,999	459	11.9%
\$25,000 to \$34,999	613	15.9%
\$35,000 to \$49,999	835	21.5%
\$50,000 to \$74,999	853	22.0%
\$75,000 to \$99,999	374	9.6%
\$100,000 to \$149,999	184	4.8%
\$150,000 to \$249,999	55	1.4%
\$250,000 to \$499,999	20	0.5%
\$500,000 or more	4	0.1%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	425	1.96%
Children living in poverty (Under 18)	1,050	2.14%

## Emery County

### Socioeconomic Characteristics

Population, 2005	10,379
School-Age Child Population (ages 5-12)	1,410
Children Ages 5-9	815
Children Ages 10-12	595
Percent of Population School Age (ages 5-12)	13.6%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	1,384	87.8%
Single-parent households	193	12.2%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	2,316	86.3%
Both parents in labor force	1,434	62.0%
One parent in labor force	843	36.3%
Neither parent in labor force	39	1.7%
<i>Children living in single-parent households:</i>	368	13.7%
Parent in labor force	265	72.0%
Parent not in labor force	103	28.0%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	230	8.4%
\$15,000 to \$24,999	277	10.2%
\$25,000 to \$34,999	396	14.5%
\$35,000 to \$49,999	515	18.9%
\$50,000 to \$74,999	725	26.6%
\$75,000 to \$99,999	354	13.0%
\$100,000 to \$149,999	203	7.4%
\$150,000 to \$249,999	26	1.0%
\$250,000 to \$499,999	1	0.0%
\$500,000 or more	0	0.0%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	196	12.61%
Children living in poverty (Under 18)	554	15.31%

## Garfield County

### Socioeconomic Characteristics

Population, 2005	4,405
School-Age Child Population (ages 5-12)	581
Children Ages 5-9	358
Children Ages 10-12	223
Percent of Population School Age (ages 5-12)	13.2%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	522	89.5%
Single-parent households	61	10.5%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	892	88.4%
Both parents in labor force	658	73.8%
One parent in labor force	221	24.8%
Neither parent in labor force	13	1.5%
<i>Children living in single-parent households:</i>	117	11.6%
Parent in labor force	103	88.0%
Parent not in labor force	14	12.0%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	90	8.1%
\$15,000 to \$24,999	154	13.8%
\$25,000 to \$34,999	160	14.3%
\$35,000 to \$49,999	231	20.7%
\$50,000 to \$74,999	298	26.7%
\$75,000 to \$99,999	109	9.8%
\$100,000 to \$149,999	68	6.1%
\$150,000 to \$249,999	5	0.4%
\$250,000 to \$499,999	0	0.0%
\$500,000 or more	0	0.0%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	51	8.54%
Children living in poverty (Under 18)	143	10.02%

## Grand County

### Socioeconomic Characteristics

Population, 2005	8,578
School-Age Child Population (ages 5-12)	948
Children Ages 5-9	577
Children Ages 10-12	371
Percent of Population School Age (ages 5-12)	11.1%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	673	72.2%
Single-parent households	259	27.0%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	1,055	72.7%
Both parents in labor force	755	71.6%
One parent in labor force	260	24.6%
Neither parent in labor force	40	3.8%
<i>Children living in single-parent households:</i>	396	27.3%
Parent in labor force	354	89.4%
Parent not in labor force	42	10.6%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	194	8.7%
\$15,000 to \$24,999	326	14.6%
\$25,000 to \$34,999	333	14.9%
\$35,000 to \$49,999	444	19.9%
\$50,000 to \$74,999	490	22.0%
\$75,000 to \$99,999	223	10.0%
\$100,000 to \$149,999	140	6.3%
\$150,000 to \$249,999	64	2.9%
\$250,000 to \$499,999	12	0.5%
\$500,000 or more	3	0.1%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	220	20.26%
Children living in poverty (Under 18)	480	22.79%

## Iron County

### Socioeconomic Characteristics

Population, 2005	36,610
School-Age Child Population (ages 5-12)	4,597
Children Ages 5-9	2,886
Children Ages 10-12	1,711
Percent of Population School Age (ages 5-12)	12.5%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two parent households	3,674	86.4%
Single parent households	576	13.6%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two parent households:</i>	5,590	85.0%
Both parents in labor force	3,129	56.0%
One parent in labor force	2,335	41.8%
Neither parent in labor force	126	2.2%
<i>Children living in single parent households:</i>	989	15.0%
Parent in labor force	764	77.2%
Parent not in labor force	225	22.8%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	993	11.3%
\$15,000 to \$24,999	1,183	13.5%
\$25,000 to \$34,999	1,345	15.3%
\$35,000 to \$49,999	1,791	20.4%
\$50,000 to \$74,999	1,795	20.4%
\$75,000 to \$99,999	846	9.6%
\$100,000 to \$149,999	646	7.4%
\$150,000 to \$249,999	134	1.5%
\$250,000 to \$499,999	40	0.5%
\$500,000 or more	16	0.2%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	825	18.6%
Children living in poverty (Under 18)	2,167	21.5%

## Juab County

### Socioeconomic Characteristics

Population, 2005	8,894
School-Age Child Population (ages 5-12)	1,427
Children Ages 5-9	904
Children Ages 10-12	523
Percent of Population School Age (ages 5-12)	16.0%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	1,134	84.5%
Single-parent households	208	15.5%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	1,636	82.4%
Both parents in labor force	987	60.3%
One parent in labor force	585	35.8%
Neither parent in labor force	64	3.9%
<i>Children living in single-parent households:</i>	350	17.6%
Parent in labor force	306	87.4%
Parent not in labor force	44	12.6%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	169	8.0%
\$15,000 to \$24,999	244	11.6%
\$25,000 to \$34,999	236	11.2%
\$35,000 to \$49,999	429	20.4%
\$50,000 to \$74,999	559	26.6%
\$75,000 to \$99,999	264	12.6%
\$100,000 to \$149,999	167	7.9%
\$150,000 to \$249,999	26	1.2%
\$250,000 to \$499,999	6	0.3%
\$500,000 or more	3	0.1%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	117	9.87%
Children living in poverty (Under 18)	350	11.84%

## Kane County

### Socioeconomic Characteristics

Population, 2005	5,924
School-Age Child Population (ages 5-12)	672
Children Ages 5-9	396
Children Ages 10-12	276
Percent of Population School Age (ages 5-12)	11.3%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	623	84.3%
Single-parent households	116	15.7%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	1,002	83.9%
Both parents in labor force	658	65.7%
One parent in labor force	285	28.4%
Neither parent in labor force	59	5.9%
<i>Children living in single-parent households:</i>	192	16.1%
Parent in labor force	138	71.9%
Parent not in labor force	54	28.1%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	93	5.7%
\$15,000 to \$24,999	176	10.8%
\$25,000 to \$34,999	300	18.4%
\$35,000 to \$49,999	339	20.8%
\$50,000 to \$74,999	398	24.4%
\$75,000 to \$99,999	199	12.2%
\$100,000 to \$149,999	96	5.9%
\$150,000 to \$249,999	23	1.4%
\$250,000 to \$499,999	6	0.4%
\$500,000 or more	0	0.0%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	58	7.56%
Children living in poverty (Under 18)	167	9.96%

**Millard County****Socioeconomic Characteristics**

Population, 2005	12,197
School-Age Child Population (ages 5-12)	1,789
Children Ages 5-9	1,043
Children Ages 10-12	746
Percent of Population School Age (ages 5-12)	14.7%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	1,810	91.6%
Single-parent households	166	8.4%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	2,972	89.0%
Both parents in labor force	1,715	57.7%
One parent in labor force	1,178	39.6%
Neither parent in labor force	79	2.7%
<i>Children living in single-parent households:</i>	366	11.0%
Parent in labor force	307	83.9%
Parent not in labor force	59	16.1%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	195	6.4%
\$15,000 to \$24,999	351	11.4%
\$25,000 to \$34,999	444	14.5%
\$35,000 to \$49,999	607	19.8%
\$50,000 to \$74,999	798	26.0%
\$75,000 to \$99,999	405	13.2%
\$100,000 to \$149,999	209	6.8%
\$150,000 to \$249,999	33	1.1%
\$250,000 to \$499,999	22	0.7%
\$500,000 or more	5	0.2%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	245	13.84%
Children living in poverty (Under 18)	802	18.29%

## Morgan County

### Socioeconomic Characteristics

Population, 2005	7,612
School-Age Child Population (ages 5-12)	1,049
Children Ages 5-9	613
Children Ages 10-12	436
Percent of Population School Age (ages 5-12)	12.1%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	1,032	92.6%
Single-parent households	83	7.4%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	1,728	91.4%
Both parents in labor force	1,002	58.0%
One parent in labor force	692	40.0%
Neither parent in labor force	34	2.0%
<i>Children living in single-parent households:</i>	162	8.6%
Parent in labor force	131	80.9%
Parent not in labor force	31	19.1%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	40	2.1%
\$15,000 to \$24,999	99	5.2%
\$25,000 to \$34,999	188	9.9%
\$35,000 to \$49,999	321	16.9%
\$50,000 to \$74,999	490	25.8%
\$75,000 to \$99,999	338	17.8%
\$100,000 to \$149,999	284	19.9%
\$150,000 to \$249,999	105	5.5%
\$250,000 to \$499,999	31	1.6%
\$500,000 or more	5	0.3%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	51	5.02%
Children living in poverty (Under 18)	157	6.27%

## Piute County

### Socioeconomic Characteristics

Population, 2005	1,332
School-Age Child Population (ages 5-12)	164
Children Ages 5-9	105
Children Ages 10-12	59
Percent of Population School Age (ages 5-12)	12.4%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	133	82.6%
Single-parent households	28	17.4%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	231	81.3%
Both parents in labor force	140	60.6%
One parent in labor force	82	35.5%
Neither parent in labor force	9	3.9%
<i>Children living in single-parent households:</i>	53	18.7%
Parent in labor force	51	96.2%
Parent not in labor force	2	3.8%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	37	10.2%
\$15,000 to \$24,999	53	14.6%
\$25,000 to \$34,999	58	16.0%
\$35,000 to \$49,999	84	23.2%
\$50,000 to \$74,999	79	21.8%
\$75,000 to \$99,999	30	8.3%
\$100,000 to \$149,999	14	3.9%
\$150,000 to \$249,999	7	1.9%
\$250,000 to \$499,999	0	0.0%
\$500,000 or more	0	0.0%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	35	21.47%
Children living in poverty (Under 18)	99	24.87%

## Rich County

### Socioeconomic Characteristics

Population, 2005	2,084
School-Age Child Population (ages 5-12)	264
Children Ages 5-9	149
Children Ages 10-12	115
Percent of Population School Age (ages 5-12)	12.7%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	282	94.0%
Single-parent households	18	6.0%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	
<i>Children living in two-parent households:</i>	444	92.3%
Both parents in labor force	245	55.2%
One parent in labor force	189	42.6%
Neither parent in labor force	10	2.3%
<i>Children living in single-parent households:</i>	37	7.7%
Parent in labor force	34	91.9%
Parent not in labor force	3	8.1%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	29	5.1%
\$15,000 to \$24,999	64	11.4%
\$25,000 to \$34,999	71	12.6%
\$35,000 to \$49,999	107	19.0%
\$50,000 to \$74,999	148	26.2%
\$75,000 to \$99,999	73	12.9%
\$100,000 to \$149,999	45	8.0%
\$150,000 to \$249,999	19	3.4%
\$250,000 to \$499,999	6	1.1%
\$500,000 or more	2	0.4%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	34	12.45%
Children living in poverty (Under 18)	79	12.21%

## Salt Lake County

### Socioeconomic Characteristics

Population, 2005	938,047
School-Age Child Population (ages 5-12)	121,386
Children Ages 5-9	76,927
Children Ages 10-12	44,459
Percent of Population School Age (ages 5-12)	12.9%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	89,743	82.6%
Single-parent households	18,907	17.4%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	135,739	80.4%
Both parents in labor force	82,446	60.7%
One parent in labor force	49,365	36.4%
Neither parent in labor force	3,928	2.9%
<i>Children living in single-parent households:</i>	33,089	19.6%
Parent in labor force	27,953	84.5%
Parent not in labor force	5,136	15.5%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	9,652	4.4%
\$15,000 to \$24,999	13,116	5.9%
\$25,000 to \$34,999	18,648	8.4%
\$35,000 to \$49,999	33,694	15.2%
\$50,000 to \$74,999	56,675	25.5%
\$75,000 to \$99,999	37,514	16.9%
\$100,000 to \$149,999	35,246	15.9%
\$150,000 to \$249,999	12,480	5.6%
\$250,000 to \$499,999	3,358	1.5%
\$500,000 or more	1,505	0.7%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	10,240	8.48%
Children living in poverty (Under 18)	25,334	10.19%

## San Juan County

### Socioeconomic Characteristics

Population, 2005	13,910
School-Age Child Population (ages 5-12)	2,192
Children Ages 5-9	1,293
Children Ages 10-12	899
Percent of Population School Age (ages 5-12)	15.8%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	1,796	78.6%
Single-parent households	490	21.4%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	2,761	74.4%
Both parents in labor force	1,466	53.1%
One parent in labor force	879	31.8%
Neither parent in labor force	416	15.1%
<i>Children living in single-parent households:</i>	952	25.6%
Parent in labor force	608	63.9%
Parent not in labor force	344	36.1%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	768	24.3%
\$15,000 to \$24,999	449	14.2%
\$25,000 to \$34,999	349	11.0%
\$35,000 to \$49,999	528	16.7%
\$50,000 to \$74,999	583	18.4%
\$75,000 to \$99,999	280	8.9%
\$100,000 to \$149,999	152	4.8%
\$150,000 to \$249,999	39	1.2%
\$250,000 to \$499,999	12	0.4%
\$500,000 or more	3	0.1%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	661	33.78%
Children living in poverty (Under 18)	1,971	40.13%

## Sanpete County

### Socioeconomic Characteristics

Population, 2005	23,660
School-Age Child Population (ages 5-12)	3,094
Children Ages 5-9	1,911
Children Ages 10-12	1,183
Percent of Population School Age (ages 5-12)	13.1%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	2,868	91.2%
Single-parent households	276	8.8%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	4,447	89.0%
Both parents in labor force	2,407	54.1%
One parent in labor force	1,917	43.1%
Neither parent in labor force	123	2.8%
<i>Children living in single-parent households:</i>	549	11.0%
Parent in labor force	422	76.9%
Parent not in labor force	127	23.1%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	455	8.7%
\$15,000 to \$24,999	675	12.9%
\$25,000 to \$34,999	809	15.5%
\$35,000 to \$49,999	1,132	21.6%
\$50,000 to \$74,999	1,156	22.1%
\$75,000 to \$99,999	573	10.9%
\$100,000 to \$149,999	345	6.6%
\$150,000 to \$249,999	63	1.2%
\$250,000 to \$499,999	19	0.4%
\$500,000 or more	6	0.1%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	397	13.84%
Children living in poverty (Under 18)	1,079	15.32%

## Sevier County

### Socioeconomic Characteristics

Population, 2005	19,158
School-Age Child Population (ages 5-12)	2,656
Children Ages 5-9	1,629
Children Ages 10-12	1,027
Percent of Population School Age (ages 5-12)	13.9%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	2,258	86.5%
Single-parent households	352	13.5%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	3,614	86.1%
Both parents in labor force	2,352	65.1%
One parent in labor force	1,235	34.2%
Neither parent in labor force	27	0.1%
<i>Children living in single-parent households:</i>	583	13.9%
Parent in labor force	475	81.5%
Parent not in labor force	108	18.5%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	395	7.9%
\$15,000 to \$24,999	556	11.1%
\$25,000 to \$34,999	772	15.4%
\$35,000 to \$49,999	1,072	21.4%
\$50,000 to \$74,999	1,220	24.4%
\$75,000 to \$99,999	567	11.3%
\$100,000 to \$149,999	318	6.3%
\$150,000 to \$249,999	78	1.6%
\$250,000 to \$499,999	27	0.5%
\$500,000 or more	4	0.1%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	338	12.51%
Children living in poverty (Under 18)	858	14.33%

## Summit County

### Socioeconomic Characteristics

Population, 2005	34,922
School-Age Child Population (ages 5-12)	4,214
Children Ages 5-9	2,554
Children Ages 10-12	1,660
Percent of Population School Age (ages 5-12)	12.1%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	3,346	85.7
Single-parent households	557	14.3

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	5,079	84.5%
Both parents in labor force	3,344	65.8%
One parent in labor force	1,710	33.7%
Neither parent in labor force	25	0.5%
<i>Children living in single-parent households:</i>	932	15.5%
Parent in labor force	750	80.5%
Parent not in labor force	182	19.5%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	212	2.4%
\$15,000 to \$24,999	293	3.3%
\$25,000 to \$34,999	470	5.3%
\$35,000 to \$49,999	1,042	11.8%
\$50,000 to \$74,999	1,618	18.4%
\$75,000 to \$99,999	1,442	16.4%
\$100,000 to \$149,999	1,659	18.9%
\$150,000 to \$249,999	1,249	14.2%
\$250,000 to \$499,999	532	6.0%
\$500,000 or more	277	3.1%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	192	4.40%
Children living in poverty (Under 18)	533	6.32%

## Tooele County

### Socioeconomic Characteristics

Population, 2005	50,465
School-Age Child Population (ages 5-12)	7,389
Children Ages 5-9	4,872
Children Ages 10-12	2,517
Percent of Population School Age (ages 5-12)	14.6%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	4,936	86.2%
Single-parent households	790	13.8%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	6,958	84.1%
Both parents in labor force	4,193	60.3%
One parent in labor force	2,673	38.4%
Neither parent in labor force	92	1.3%
<i>Children living in single-parent households:</i>	1,313	15.9%
Parent in labor force	1,137	86.6%
Parent not in labor force	176	13.4%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	1,322	8.4%
\$15,000 to \$24,999	1,401	8.9%
\$25,000 to \$34,999	1,666	10.6%
\$35,000 to \$49,999	3,208	20.4%
\$50,000 to \$74,999	4,141	26.3%
\$75,000 to \$99,999	2,208	14.0%
\$100,000 to \$149,999	1,480	9.4%
\$150,000 to \$249,999	273	1.7%
\$250,000 to \$499,999	36	0.2%
\$500,000 or more	8	0.1%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	449	7.37%
Children living in poverty (Under 18)	1,079	8.27%

## Uintah County

### Socioeconomic Characteristics

Population, 2005	26,252
School-Age Child Population (ages 5-12)	3,494
Children Ages 5-9	2,103
Children Ages 10-12	1,391
Percent of Population School Age (ages 5-12)	13.3%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	2,898	81.5%
Single-parent households	658	18.5%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	4,657	80.6%
Both parents in labor force	2,481	53.3%
One parent in labor force	1,951	41.9%
Neither parent in labor force	225	4.8%
<i>Children living in single-parent households:</i>	1,123	19.4%
Parent in labor force	955	85.0%
Parent not in labor force	168	15.0%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	710	10.2%
\$15,000 to \$24,999	816	11.8%
\$25,000 to \$34,999	908	13.1%
\$35,000 to \$49,999	1,299	18.8%
\$50,000 to \$74,999	1,719	24.8%
\$75,000 to \$99,999	794	11.5%
\$100,000 to \$149,999	519	7.5%
\$150,000 to \$249,999	135	1.9%
\$250,000 to \$499,999	26	0.4%
\$500,000 or more	2	0.0%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	624	17.19%
Children living in poverty (Under 18)	1,572	19.78%

## Utah County

### Socioeconomic Characteristics

Population, 2005	415,233
School-Age Child Population (ages 5-12)	58,037
Children Ages 5-9	37,649
Children Ages 10-12	20,388
Percent of Population School Age (ages 5-12)	14.0%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	45,548	90.1%
Single-parent households	4,984	9.9%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	65,723	87.5%
Both parents in labor force	34,429	52.4%
One parent in labor force	29,804	45.3%
Neither parent in labor force	1,490	2.3%
<i>Children living in single-parent households:</i>	9,356	12.5%
Parent in labor force	7,460	79.7%
Parent not in labor force	1,896	20.3%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	5,180	5.7%
\$15,000 to \$24,999	7,732	8.5%
\$25,000 to \$34,999	9,082	10.0%
\$35,000 to \$49,999	15,610	17.2%
\$50,000 to \$74,999	22,647	25.0%
\$75,000 to \$99,999	13,581	15.0%
\$100,000 to \$149,999	11,765	13.0%
\$150,000 to \$249,999	3,856	4.3%
\$250,000 to \$499,999	902	1.0%
\$500,000 or more	352	0.4%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	4,055	8.21%
Children living in poverty (Under 18)	10,996	9.36%

## Wasatch County

### Socioeconomic Characteristics

Population, 2005	18,207
School-Age Child Population (ages 5-12)	2,534
Children Ages 5-9	1,578
Children Ages 10-12	956
Percent of Population School Age (ages 5-12)	13.9%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	1,945	86.1%
Single-parent households	314	13.9%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	3,010	86.5%
Both parents in labor force	1,804	60.0%
One parent in labor force	1,093	36.3%
Neither parent in labor force	113	3.7%
<i>Children living in single-parent households:</i>	469	13.5%
Parent in labor force	439	93.6%
Parent not in labor force	30	6.4%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	164	3.5%
\$15,000 to \$24,999	220	4.7%
\$25,000 to \$34,999	429	9.2%
\$35,000 to \$49,999	789	17.0%
\$50,000 to \$74,999	1,312	28.3%
\$75,000 to \$99,999	791	17.0%
\$100,000 to \$149,999	564	12.1%
\$150,000 to \$249,999	215	4.6%
\$250,000 to \$499,999	108	2.3%
\$500,000 or more	51	1.1%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	136	5.97%
Children living in poverty (Under 18)	301	6.12%

## Washington County

### Socioeconomic Characteristics

Population, 2005	110,515
School-Age Child Population (ages 5-12)	14,150
Children Ages 5-9	8,908
Children Ages 10-12	5,242
Percent of Population School Age (ages 5-12)	12.8%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	9,843	85.9%
Single-parent households	1,615	14.1%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	15,119	85.5%
Both parents in labor force	8,677	57.4%
One parent in labor force	6,282	41.6%
Neither parent in labor force	160	1.1%
<i>Children living in single-parent households:</i>	2,558	14.5%
Parent in labor force	2,162	84.5%
Parent not in labor force	396	15.5%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	1,812	6.2%
\$15,000 to \$24,999	3,196	11.0%
\$25,000 to \$34,999	3,929	13.5%
\$35,000 to \$49,999	6,241	21.5%
\$50,000 to \$74,999	6,816	23.5%
\$75,000 to \$99,999	3,576	12.3%
\$100,000 to \$149,999	2,395	8.2%
\$150,000 to \$249,999	785	2.7%
\$250,000 to \$499,999	202	0.7%
\$500,000 or more	87	0.3%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	1,540	13.56%
Children living in poverty (Under 18)	4,188	15.75%

## Wayne County

### Socioeconomic Characteristics

Population, 2005	2,414
School-Age Child Population (ages 5-12)	328
Children Ages 5-9	213
Children Ages 10-12	115
Percent of Population School Age (ages 5-12)	13.6%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	<b>#</b>	<b>%</b>
Two-parent households	281	82.6%
Single-parent households	59	17.4%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	<b>#</b>	<b>%</b>
<i>Children living in two-parent households:</i>	465	84.2%
Both parents in labor force	337	72.5%
One parent in labor force	115	24.7%
Neither parent in labor force	13	2.8%
<i>Children living in single-parent households:</i>	87	15.8%
Parent in labor force	69	79.3%
Parent not in labor force	18	20.7%

<b><i>Family Income, 2005</i></b>	<b>#</b>	<b>%</b>
Less than \$15,000	73	11.1%
\$15,000 to \$24,999	97	14.8%
\$25,000 to \$34,999	94	14.4%
\$35,000 to \$49,999	125	19.1%
\$50,000 to \$74,999	163	24.9%
\$75,000 to \$99,999	62	9.5%
\$100,000 to \$149,999	34	5.2%
\$150,000 to \$249,999	3	0.5%
\$250,000 to \$499,999	4	0.6%
\$500,000 or more	0	0.0%

<b><i>Poverty Status, 2000</i></b>	<b>#</b>	<b>%</b>
Families with Children under 18 living in poverty	69	21.04%
Children living in poverty (Under 18)	179	22.80%

## Weber County

### Socioeconomic Characteristics

Population, 2005	207,854
School-Age Child Population (ages 5-12)	27,364
Children Ages 5-9	17,300
Children Ages 10-12	10,064
Percent of Population School Age (ages 5-12)	13.2%

<b><i>Living Arrangements of School-Age Population (ages 5-12), 2000</i></b>	#	%
Two-parent households	19,812	79.2%
Single-parent households	5,205	20.8%

<b><i>Parent/Guardian Workforce Participation (ages 6-17), 2000</i></b>	#	%
<i>Children living in two-parent households:</i>	29,891	78.5%
Both parents in labor force	20,020	67.0%
One parent in labor force	9,019	30.2%
Neither parent in labor force	852	2.9%
<i>Children living in single-parent households:</i>	8,168	21.5%
Parent in labor force	6,929	84.8%
Parent not in labor force	1,239	15.2%

<b><i>Family Income, 2005</i></b>	#	%
Less than \$15,000	2,845	5.5%
\$15,000 to \$24,999	3,880	7.5%
\$25,000 to \$34,999	5,121	9.8%
\$35,000 to \$49,999	9,337	17.9%
\$50,000 to \$74,999	13,461	25.9%
\$75,000 to \$99,999	8,225	15.8%
\$100,000 to \$149,999	6,734	12.9%
\$150,000 to \$249,999	1,850	3.6%
\$250,000 to \$499,999	433	0.8%
\$500,000 or more	154	0.3%

<b><i>Poverty Status, 2000</i></b>	#	%
Families with Children under 18 living in poverty	2,928	10.93%
Children living in poverty (Under 18)	6,949	12.50%